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ABSTRACT

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level in Florida. Each program courses standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each outcome. Program and course standards are based on competencies required for entry, advancement, and upgrading in homemaking and home economics occupations. The following courses are included: food and nutrition, consumer education, family living, child development and parenting, clothing and textiles, housing and management (including personal resource management), decision making, career exploration, developing self-esteem, and developing positive relationships. (KC)

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VOCATIONAL EDUCATION PROGRAM COURSES STANDARDS

July, 1993

Home Economics Education

ED 361 579

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VOCATIONAL EDUCATION
PROGRAM COURSES STANDARDS
HOME ECONOMICS EDUCATION

JULY, 1993

FLORIDA DEPARTMENT OF EDUCATION

Division of Vocational, Adult, and Community Education
Bureau of Vocational Programs and Services
Vocational Programs Section
Tallahassee, Florida 32399
(904) 488-4052

FOREWORD

NOTE: In all postsecondary adult vocational (PSAV) level programs, Section III, Curriculum Frameworks--regarding minimum basic skills grade level-- the correct statute reference should be 239.213 F.S. NOT 233.0695 F.S.

Section 228.041 Florida Statutes defines vocational education as meaning that instruction not necessarily leading to a baccalaureate degree, either graded or ungraded, listed below:

1. Job preparatory programs designed to provide students with the competencies necessary for effective entry into an occupation;

2. Exploratory courses designed to give students initial exposure to skills and attitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;

3. Supplemental programs (courses) designed to enable persons who are or have been employed in a specific occupation to upgrade their competencies in order to re-enter or maintain stability or advance within their occupation;

4. Practical arts courses designed to teach students practical generic skills which, though applicable to some occupations, are not designed to prepare students for entry into a specific occupation;

5. Instruction which integrates the basic academic skills and vocational skills.

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses and job preparatory programs offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Vocational education program courses standards are established pursuant to Section 239.205, Section 233.011, and Section 232.2454, Florida Statutes, for school districts and community colleges. State Board of Education Rule 6A-6.0571, Criteria for Qualification for Special Vocational-Technical Education Program Courses, provides the basis for the development and dissemination of this document.

Each program courses standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome.

The standards do not prescribe how instruction should be delivered since decisions relative to the delivery of instruction must be made by school districts and community colleges within the context of local conditions. The Division of Vocational, Adult and Community Education, Florida Department of Education, supports the belief that competency-based vocational education is the most effective means of providing programs and courses that conform to these established standards.

Program and course standards are based upon competencies required for entry, advancement, and upgrading in occupations in the vocational program areas of Agriculture, Business, Diversified, Health Occupations, Home Economics, Technology, Industrial, Marketing, and Public Service Education. Standards for courses designed for handicapped, disadvantaged, and other special needs persons are also provided. The standards are reviewed annually and revised as needed based upon changes in occupations utilizing input from professional associations, state technical committees, and other representatives of the private sector.

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INTRODUCTION

HOME ECONOMICS EDUCATION

Home Economics Education includes, programs, services, and activities designed to prepare youth and adults for occupations in home economics and occupation of homemaking. These programs provide subject matter and practical learning experiences in the areas of food and nutrition; consumer education; family living, child development and parenting; housing; home management, including resources management; and clothing and textiles. Training for employment opportunities in all areas are found at all levels from entry level through technical, managerial and professional, as well as employment as a full time homemaker.

The overall purpose is to provide programs for all individuals who are employed in the occupation of homemaking, for individuals who need job skills for initial employment, and for individuals who need to up grade or be retained in job skills in Home Economics Education.

The major objectives of Home Economics Education are to:

1. Develop competencies needed for individuals to be employed in the occupation of homemaking.

2. Develop competencies needed by individuals to be employed in home economics occupations.

3. Explore and develop an understanding and appreciation of the occupations in home economics and homemaking.

4. Develop job skills to become successfully placed in home economics occupations and in homemaking.

5. Develop new and more advanced job skills to meet the need of new and emerging technologies.

6. Develop leadership and human relations skills essential to success in fulfilling occupational, social and civic responsibilities.

7. Reinforce basic skills in English, mathematics and science appropriate for the job preparatory and homemaking programs through vocational classroom instruction and applied laboratory procedures or practices.

8. Provide home economics programs in economically depressed areas for the purpose of improving home environments.

9. Provide home economics programs encouraging those traditionally underserved populations.

10. Encourage the elimination of sex bias and stereotyping.

11. Address priorities and emerging concerns at local, state and national levels.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Orientation to Home Economics Occupations

CODE NUMBER: Secondary 8500110 Postsecondary ____________

Florida CIP 0420.99100R

SECONDARY SCHOOL CREDITS .5 COLLEGE CREDITS____ POSTSECONDARY ADULT VOCATIONAL CREDITS __________

APPLICABLE LEVEL(S): X 6-9 ____9-12 ____ Postsecondary Adult Vocational

______ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4 GEN HME EC @4
HOME EC 1 @ 2

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this course is to give students initial exposure to home economics through a broad range of experiences related to the major content areas as they impact on home economics occupations.

The content includes, but is not limited to, food and nutrition, consumer education, family living, child development and parenting, clothing and textiles, housing and management, including personal resource management.

II. **LABORATORY ACTIVITIES**: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices. Activities provide instruction the use of home equipment including large and small home appliances and equipment and personal computers and software.

III. **SPECIAL NOTE**: Future Homemakers/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

IV. **INTENDED OUTCOMES**: After successfully completing this course, the student will be able to:

01. Determine job sources, qualifications, descriptions and careers in the six home economics occupational clusters.
02. Analyze the uniqueness and importance of self.
03. Develop and maintain relationships with others.
04. Analyze peer pressure.
05. Plan, prepare and serve food.
06. Relate decision making to consumer behavior.
07. Develop personal hygiene, grooming and health care habits.
08. Plan and maintain personal living space.
09. Identify positive ways of caring for children, the disabled and elderly.
10. Select and care for clothing.
11. Demonstrate computer literacy.
12. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500110

COURSE TITLE: Orientation to Home Economics Occupations POSTSECONDARY NUMBER: ________

01.0 DETERMINE JOB SOURCES, QUALIFICATIONS, DESCRIPTIONS AND CAREERS IN THE SIX HOME ECONOMICS OCCUPATIONAL CLUSTERS--The student will be able to:

01.01 Identify sources of information for finding a job.
01.02 Identify qualifications for entry level occupations in home economics.
01.03 Identify opportunities for future training for home economics occupations.
01.04 Identify employability skills related to acquiring and maintaining employment.

02.0 RECOGNIZE THE UNIQUENESS AND IMPORTANCE OF SELF--The student will be able to:

02.01 Describe the meaning of self.
02.02 Relate the importance of a positive self-concept in relationship to others.
02.03 Identify several ways of building self-esteem in self and others.
02.04 Identify employability skills related to acquiring and maintaining employment.

03.0 DEVELOP AND MAINTAIN RELATIONSHIPS WITH OTHERS--The student will be able to:

03.01 Identify the roles and responsibilities of the home manager/family members/wage earners.
03.02 Descrobe changing roles and responsibilities within the family.
03.03 Identify personal characteristics which help individuals establish and maintain relationships with family members, co-workers and others.
03.04 Describe the importance of positive relationships in achieving one's goals.

04.0 ANALYZE PEER PRESSURE--The student will be able to:

04.01 Define positive and negative peer pressure.
04.02 Describe ways of saying no to negative peer pressure.
04.03 Demonstrate communication skills which are helpful in getting along with peers and family.

05.0 PLAN, PREPARE AND SERVE FOOD--The student will be able to:

05.01 Identify terms and measurements related to food and nutrition.
05.02 Interpret a recipe.
05.03 Plan, prepare and serve nutritious snacks or foods.
05.04 Identify the basic four food groups.
05.05 Demonstrate selection, use and care of equipment and supplies in the foods lab.
05.06 Identify entry level jobs in the field of food service.

06.0 RELATE DECISION-MAKING TO CONSUMER BEHAVIOR--The student will be able to:

06.01 Describe the steps in the decision-making process.
06.02 Distinguish between a need and a want.
06.03 Plan for the purchase of a product using the decision-making process.

07.0 DEVELOP PERSONAL HYGIENE, GROOMING, AND HEALTH CARE HABITS--The student will be able to:

07.01 Describe the importance of grooming, hygiene and health care to one's self concept.
07.02 Describe grooming needs that are done daily and weekly.
07.03 Prepare a time schedule for hygiene, grooming and health care needs.

08.0 PLAN AND MAINTAIN PERSONAL LIVING SPACE--The student will be able to:

08.01 Identify ways to personalize living space.
08.02 Describe chores done daily and weekly to maintain living space.
08.03 Describe housekeeping skills which are helpful in sharing a room and/or living space.
08.04 Identify entry level jobs in the field of housing and institutional management.

09.0 IDENTIFY POSITIVE WAYS OF CARING FOR CHILDREN, THE DISABLED AND ELDERLY--The student will be able to:

09.01 Describe ways of getting to know children, the elderly, and the disabled as individuals.
09.02 Describe qualities of a good caregivers.
09.03 Identify safety precautions when responsible for children and elderly and disabled persons.
09.04 Describe appropriate recreational activities for children, elderly and the disabled.
09.05 Identify entry level jobs in the field of human care services.

10.0 SELECT AND CARE FOR CLOTHING--The student will be able to:

10.01 Recognize factors which influence the selection and cost of clothing such as shopping facilities, climate, style and resources.
10.02 Interpret a clothing care label.
10.03 Explain how fiber content of textiles affects garment care and performance.
10.04 Demonstrate selection, use and care of equipment and supplies used in maintaining clothing.
10.05 Identify basic sewing equipment.
10.06 Demonstrate simple garment repair including seam splits and button replacement.
10.07 Identify entry level jobs in the field of clothing.

11.0 DEMONSTRATE COMPUTER LITERACY--The student will be able to:

11.01 Define the following terms: computer, data, input, output, hardware, software, language, processing, word, data, memory, ROM, RAM, program, terminal, peripheral devices and keyboard characters and control.
11.02 Operate a computer by performing the following steps: turn the equipment on and off; load a program; run and use a program; store a program; display a program and enter and execute a simple program.
11.03 Identify the safety precautions that must be observed in using equipment.
11.04 Describe the general use of computer technology in home economics.
11.05 Discuss the advantages and disadvantages in the use of different computers.
11.06 Use the computer to explore selected occupations.

12.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

12.01 Identify professional and youth organizations.
12.02 Identify purposes and functions of professional and youth organizations.
12.03 Identify roles and responsibilities of members.
12.04 Work cooperatively as a group member to achieve organizational goals.
12.05 Demonstrate confidence in leadership roles and organizational responsibilities.
12.06 Demonstrate commitment to achieve organizational goals.
12.07 Develop a personal growth project.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Exploration of Home Economics Occupations

CODE NUMBER: Secondary 8500210 Postsecondary ________

Florida CIP 0420.9920EX

SECONDARY
SCHOOL CREDITS .5 COLLEGE CREDITS_____ POSTSECONDARY ADULT
VOCATIONAL CREDITS

APPLICABLE LEVEL(S): X 6-9 ____9-12 ____ Postsecondary Adult Vocational

______ Postsecondary Vocational X Other 30,31

CERTIFICATION COVERAGE: VOC HME EC @4 GEN HME EC @4
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to inventory the broad range of occupations and careers in home economics.

The content includes, but is not limited to, personal decision-making as it applies to careers, job qualifications and sources of career information.

II. LABORATORY ACTIVITIES: Instructions and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of equipment, personal computers, software, media and community activities.

III. SPECIAL NOTES: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

This course may be offered for varying lengths of time in combination with other exploration courses for a maximum of .5 credit. Listed below is an example of an exploration wheel based on 3 six-week grading periods:

Exploration of Home Economics Occupations - 6 weeks
Exploration of Business Occupations - 6 weeks
Exploration of Health Occupations - 6 weeks

Each component must be taught by a teacher certified for that particular exploration component.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Analyze attitudes toward work, family life and home responsibilities.
02. Identify career opportunities in home economics--food and nutrition.
03. Identify career opportunities in home economics--human services.
04. Identify career opportunities in home economics--clothing and

04. Identify career opportunities in home economics--clothing and textiles.
05. Identify career opportunities in home economics--finance.
06. Identify career opportunities in home economics--housing, interior design and equipment.
07. Identify career opportunities in home economics--residential, commercial, and institutional.
08. Identify resources for career planning.
09. Demonstrate computer literacy.
10. Demonstrate an understanding of entrepreneurship.
11. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS   EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics   SECONDARY NUMBER: 8500210

COURSE TITLE: Exploration of Home Economics Occupations   POSTSECONDARY NUMBER: ______

01.0 ANALYZE ATTITUDES TOWARD WORK, FAMILY LIFE AND HOME RESPONSIBILITIES FOR BOTH MALES AND FEMALES--The student will be able to:

01.01 Define homemaking, home manager, wage-earner.
01.02 Identify the changing roles, responsibilities of family members in today's society.
01.03 Describe the tasks responsibilities performed by a home manager/wage earner.
01.04 Identify ways which different work and family patterns influence male and female roles in the family.
01.05 Describe the importance of career, family and leisure activities.
01.06 Plan a task schedule of responsibilities for a dual career family, fairly dividing all activities.

02.0 IDENTIFY CAREER OPPORTUNITIES IN HOME ECONOMICS--FOOD AND NUTRITION-The student will be able to:

02.01 Identify careers in food and nutrition.
02.02 Classify jobs according to service, management and production.
02.03 Identify training needed for food and nutrition careers.
02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.
02.05 Illustrate career ladders and job training from entry-level through advanced or professional level.
02.06 Identify job sources for food and nutrition careers.
02.07 Complete an activity related to food and nutrition careers.

03.0 IDENTIFY CAREER OPPORTUNITIES IN HOME ECONOMICS--HUMAN SERVICES--The student will be able to:

03.01 Identify careers in human services.
03.02 Classify jobs according to service, management and production.
03.03 Identify training needed for human services careers.
03.04 Describe job tasks and responsibilities related to specific human services careers.
03.05 Illustrate career ladders and job training from entry-level through advanced or professional level.
03.06 Identify job sources for human services careers.
03.07 Complete an activity related to human services careers.

04.0 IDENTIFY CAREER OPPORTUNITIES IN HOME ECONOMICS--CLOTHING AND TEXTILES--The student will be able to:

04.01 Identify careers in clothing and textiles.
04.02 Classify jobs according to service, management and production.
04.03 Identify training needed for clothing and textiles careers.
04.04 Describe job tasks and responsibilities related to specific clothing and textiles careers.
04.05 Illustrate career ladders and job training from entry-level through advanced or professional level.
04.06 Identify job sources for clothing and textiles careers.
04.07 Complete an activity related to clothing and textiles careers.

05.0 IDENTIFY CAREER OPPORTUNITIES IN HOME ECONOMICS--FINANCE--The student will be able to:

05.01 Identify careers in finance.
05.02 Classify jobs according to service, management and production.
05.03 Identify training needed for finance careers.
05.04 Describe job tasks and responsibilities related to specific finance careers.
05.05 Illustrate career ladders and job training from entry-level through advanced or professional level.
05.06 Identify job sources for finance careers.
05.07 Complete an activity to finance careers.

06.0 IDENTIFY CAREER OPPORTUNITIES IN HOME ECONOMICS--HOUSING, INTERIOR DESIGN AND EQUIPMENT--The student will be able to:

06.01 Identify careers in housing, interior design and equipment.
06.02 Classify jobs according to service, management and production.
06.03 Identify training needed for housing, interior design and equipment careers.
06.04 Describe job tasks and responsibilities related to specific housing, interior design and equipment careers.
06.05 Identify job sources for housing, interior design and equipment careers.
06.07 Complete an activity related to housing, interior design and equipment careers.

07.0 IDENTIFY CAREER OPPORTUNITIES IN HOME ECONOMICS--HOME SERVICES--The student will be able to:

07.01 Identify careers in home services.
07.02 Classify jobs according to service, management and production.
07.03 Identify training needed for home services careers.
07.04 Describe job tasks and responsibilities related to specific home services careers.
07.05 Illustrate career ladders and job training from entry-level through advanced or professional level.
07.06 Identify job sources for home services careers.
07.08 Complete an activity related to home service careers.

08.0 IDENTIFY RESOURCES FOR CAREER PLANNING--The student will be able to:

08.01 Assess personal abilities, interests and work preferences.
08.02 Develop a career plan to include job preferences, training requirements and tasks/responsibilities.
08.03 Maintain portfolio with resume and letters of recommendation.

09.0 DEMONSTRATE COMPUTER LITERACY--The student will be able to:

09.01 Define the following terms: computer, data, input, output, hardware, software, language, processing - word, data, memory - ROM, RAM, program terminal, peripheral devices and keyboard characters and control.
09.02 Operate a computer by performing the following steps: turn the equipment on an off; load a program; run and use a program; store a program; display a program and enter and execute a simple program.
09.03 Identify the safety precautions that must be observed in using equipment.
09.04 Describe the general use of computer technology in home economics.
09.05 Discuss the advantages and disadvantages in the use of different computers.
09.06 Use the computer to explore selected occupations.

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10.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

10.01 Define entrepreneurship
10.02 Describe the importance of entrepreneurship economy.
10.03 List the advantages and disadvantages of business.
09.04 Identify the risks involved in ownership of a business.
09.05 Identify the necessary personal characteristics of a successful entrepreneur.
09.06 Identify the business skills needed to operate a small business efficiently and effectively.

11.0 DEMONSTRATE LEADERSHIP AND OCCUPATIONAL SKILLS--The student will be able to:

11.01 Identify professional and youth organizations.
11.02 Identify purposes and functions of professional and youth organizations.
11.03 Identify roles and responsibilities of members.
11.04 Work cooperatively as a group member to achieve organizational goals.
11.05 Demonstrate confidence in leadership roles and organizational responsibilities.
11.06 Demonstrate commitment to achieve organizational goals.
11.07 Develop a personal growth project.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Exploration of the Occupation of Homemaking

CODE NUMBER: Secondary 8500220 Postsecondary ______

Florida CIP 0920.9920EX

SECONDARY SCHOOL CREDITS .5 COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): X 6-9 ___9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4 GEN HME EC @4
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to assist students in enhancing the quality of their lives through home economics.

The content includes, but is not limited to, the creative process as it relates to the fields of home economics, strengthening families through work, play, and communication; planning for food, clothing; entertaining; enriching experiences with children and consumerism.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of food preparation equipment, tools, personal computers and software.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

V. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Define creativity and the creative process as it relates to homemaking activities.
02. Identify ways of strengthening families through work, fun, humor amd recreation.
03. Practice communication skills with peers and family.
04. Plan a flexible wardrobe.
05. Plan foods for family and entertaining.
06. Plan enriching experiences for children.
07. Analyze advertising strategies.
08. Demonstrate computer literacy.
09. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July,1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500220

COURSE TITLE: Exploration of the Occupation of Homemaking POSTSECONDARY NUMBER: _______

01.0 DEFINE CREATIVITY AND THE CREATIVE PROCESS AS IT RELATES TO HOMEMAKING ACTIVITIES--The student will be able to:

01.01 Define creativity.
01.02 Identify personal talents and abilities that can contribute to self-esteem.
01.03 Plan and complete a creative activity.

02.0 IDENTIFY WAYS OF STRENGTHENING FAMILIES THROUGH FUN, HUMOR AND RECREATION--The student will be able to:

02.01 Describe various types of family structures.
02.02 Identify and describe family cultures and traditions.
02.03 Describe sterotypes and prejudices and their effects on family members.
02.04 Identify community recreational facilities that serve individuals and families.
02.05 Plan a family fun activity.

03.0 PRACTICE COMMUNICATION SKILLS WITH PEERS AND FAMILY--The student will be able to:

03.01 Describe why communication is the basis for all relationships.
03.02 Describe what individuals reveal about themselves through mood, self-concept and emotions.
03.03 Distinguish between nonassertion, assertion and aggression in communication.
03.04 Demonstrate effective communication skills including constructive argument techniques.

04.0 PLAN A FLEXIBLE WARDROBE--The student will be able to:

04.01 Identify factors that contribute to a neat, attractive appearance.
04.02 Describe color, line, texture and wearability considerations in planning a wardrobe.
04.03 Plan a wardrobe suitable to school, work, recreational and social activities.

05.0 PLAN FOODS FOR FAMILY AND ENTERTAINING--The student will be able to:

05.01 Classify foods into the Basic Four food groups.
05.02 Identify food preparation, storage and serving tools and equipment.
05.03 Identify foods lab rules.
05.04 Plan and prepare foods using large and small appliances.
05.05 Practice table settings for various menus.
05.06 Create an edible centerpiece or individual table cover for a special occasion meal.
05.07 Describe eating as a social activity.
05.08 Identify ways mealtime communication can strengthen families.
05.09 Plan and prepare a sit-down meal for your family; include topics you plan to discuss during the meal.

06.0 PLAN ENRICHING EXPERIENCES FOR CHILDREN--The student will be able to:

06.01 Describe the ages and stages of childhood.
06.02 Identify ways play is of value to children.
06.03 Develop a list of responsibilities for a good babysitter.
06.04 Create an age-appropriate game or toy for a child.

07.0 ANALYZE ADVERTISING STRATEGIES--The student will be able to:

07.01 Distinguish between a need and a want.
07.02 Relate advertizing to consumer decisions.
07.03 Evaluate advertising for misleading or fraudulent information.
07.04 Create an advertisement for a product or service.

08.0 DEMONSTRATE COMPUTER LITERACY--The student will be able to:

08.01 Define the following terms: computer, data, input, output, hardware, software, language, processing - word, data memory - RCM RAM, program, terminal, peripheral devices and keyboard characters and control.
08.02 Operate a computer by performing the following steps: turn the equipment on and off; load a program; run and use a program; store a program; display a program and enter and execute a simple program.
08.03 Identify the safety precautions that must be observed in using equipment.
08.04 Describe the general use of computer technology in health care.
08.05 Discuss the advantages and disadvantages in the use of different computers.
08.06 Use the computer to explore selected occupations.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth organizations.
09.03 Identify roles and responsibilities of members.
09.04 Work cooperatively as a group member to achieve organizational goals.
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.
09.07 Develop a personal growth project.

CURRICULUM FRAMEWORK — PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION — EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Personal Development

CODE NUMBER: Secondary 8500230 — Postsecondary ________

Florida CIP 0920.9921EX

SECONDARY SCHOOL CREDITS .5 COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS __________

APPLICABLE LEVEL(S): X 6-9 ___9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4 GEN HE EC @4
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to assist students with the development of self-esteem, a personal value system, and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the instructional materials appropriate to the course content and in accordance with current practices.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Explain self-esteem and relate it to self-image and behavior.
02. Identify and apply skills needed for positive interpersonal relationships.
03. Recognize ways of managing peer and social pressure and abuse.
04. Analyze the cause and effect of substance abuse.
05. Practice socially acceptable behavior.
06. Plan for self improvement.
07. Identify positive coping skills for adjusting to change.
08. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARD EFFECTIVE DATE: July, 1993
PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500230
COURSE TITLE: Personal Development POSTSECONDARY NUMBER: ________

01.0 EXPLAIN SELF-ESTEEM AND RELATE IT TO SELF IMAGE AND BEHAVIOR--The student will be able to:

01.01 Define self-esteem.
01.02 Identify basic human needs.
01.03 State how a positive self-concept builds good relationships with friends, peers, parents, and family members.
01.04 Identify characteristics of individuals with high/low self esteem.
01.05 Relate areas of past success to self-esteem.
01.06 Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development.

02.0 IDENTIFY AND APPLY SKILLS NEEDED FOR POSITIVE INTERPERSONAL RELATIONSHIPS-- The student will be able to:

02.01 Describe ways to establish social contacts.
02.02 Identify topics of conversations acceptable for establishing relationships with new acquaintances.
02.03 Identify social skills that contribute to good relationships with others.

03.0 RECOGNIZE WAYS OF MANAGING PEER AND SOCIAL PRESSURE AND ABUSE--The student will be able to:

03.01 Identify personality strengths and weaknesses.
03.02 Identify areas of possible conflict with friends, peers and family members.
03.03 Compare ways of dealing with and preventing conflict with friends, peers and family members.
03.04 Practice communication skills.

04.0 ANALYZE THE CAUSE AND EFFECT OF SUBSTANCE ABUSE--The student will be able to:

04.01 Analyze reasons for substance use and abuse.
04.02 Evaluate the effects substance use and abuse can have on personal and family life.
04.03 Evaluate the legal ramifications of substance use and abuse.

05.0 PRACTICE SOCIALLY ACCEPTABLE BEHAVIOR--The student will be able to:

05.01 Review the developmental tasks of adolescence.
05.02 Demonstrate appropriate manners and etiquette for a variety of situations.
05.03 Describe socially embarrassing situations and possible ways of coping with them.

06.0 PLAN FOR SELF-IMPROVEMENT--The student will be able to:

06.01 Identify factors that affect self-concept and achievement.
06.02 Identify the steps of the decision-making process.
06.03 Develop a self improvement plan using the decision-making process to set goals and priorities.
06.04 Apply the decision-making process to personal social and family activities.

07.0 IDENTIFY POSITIVE COPING SKILLS FOR ADJUSTING TO CHANGE--The student will be able to:

07.01 Identify areas where change and adjustment may be necessary.
07.02 Describe the decision-making process as a way of coping with personal and family stress and crises.

08.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

08.01 Identify professional and youth organizations.
08.02 Identify purposes and functions of professional and youth organizations.
08.03 Identify roles and responsibilities of members.
08.04 Work cooperatively as a group member to achieve organizational goals.
08.05 Demonstrate confidence in leadership roles and organizational responsibilities.
08.06 Demonstrate commitment to achieve organizational goals.
08.07 Develop a personal growth project.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July,1993

PROGRAM TITLE: Child Development

CODE NUMBER: Secondary 8500310 Postsecondary______________

Florida CIP 0920.0102PA

SECONDARY CREDITS .5 COLLEGE CREDITS______ POSTSECONDARY ADULT SCHOOL VOCATIONAL CREDITS __________

APPLICABLE LEVEL(S): ___7-9 X 9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational ____Other 30,31

CERTIFICATION COVERAGE: VOC HME EC @ 4 GEN HME EC @4
E CHILD ED @ 0 PRE SCH ED A
HOME EC 1 @ 2 PRIMARY ED B

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to prepare students to understand the nature of child development from prenatal care through age tweleve, and the function and significance of the parenting experience.

The content includes, but is not limited to basic needs of children and youth, principles of human development, prenatal care, the birth process, and responsibilities of parents.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of equipment, including general classroom equipment, kitchen and laundry equipment, infant care equipment, dramatic play equipment, audiovisual equipment and personal computers and software.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify basic human needs.
02. Identify principles of human development.
03. Describe prenatal care and development.
04. Identify the stages of labor and the birth process.
05. Interpret the child's developmental level with appropriate expectations and activities.
06. Describe society's role in protecting the rights of children.
07. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500310

COURSE TITLE: Child Development POSTSECONDARY NUMBER: ____

01.0 DESCRIBE BASIC HUMAN NEEDS -- The student will be able to:

01.01 Describe needs common to all age groups.
01.02 Explain Maslow's Hierarchy of Needs theory.
01.03 Define self-concept.
01.04 Identify factors that influence self-concept.
01.05 Explain how self-concept begins at birth.

02.0 IDENTIFY PRINCIPLES OF HUMAN DEVELOPMENT -- The student will be able to:

02.01 Identify principles of human development.
02.02 Explain why development is viewed as a continuous process from conception to death.
02.03 Sequence the stages of development from conception to old age.
02.04 Define terminology associated with the stages of human development, including physical, social, emotional, and intellectual development.
02.05 Recognize the impact of heredity and environment on individual development.

03.0 DESCRIBE PRENATAL CARE AND DEVELOPMENT -- The student will be able to:

03.01 Define terminology associated with prenatal development.
03.02 Identify signs of pregnancy.
03.03 Identify the stages of prenatal development.
03.04 Describe why early prenatal care is important to ensure the health of the mother and baby.
03.05 Describe the relationship between the health of the expectant mother and the development of the child in utero.
03.06 Explain how the mother's nutrition influences the physical development of the unborn child.
03.07 Identify health hazards to the unborn infant including smoking, alcohol and other drugs.
03.08 Identify the major adjustments necessary in the family when a baby arrives.

04.0 IDENTIFY THE STAGES OF LABOR AND THE BIRTH PROCESS -- The student will be able to:

04.01 Define terminology associated with labor and birth.
04.02 Sequence the stages of labor and birth.
04.03 Recognize that management of the birth process varies depending upon personal choice and possible related problems.
04.04 Identify specific health needs of the mother and infant during the postnatal period.

05.0 INTERPRET THE CHILD'S DEVELOPMENTAL LEVEL WITH APPROPRIATE EXPECTATIONS AND ACTIVITIES -- The student will be able to:

05.01 Define terminology related to child growth, development and maturation.
05.02 Explain the concept of developmental tasks.
05.03 Compare and contrast stages of development and age appropriate activities.

05.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development.
05.05 Identify the functions of play and list age appropriate activities.
05.06 Plan a age-appropriate activities that contribute to a child's physical, social, emotional, and intellectual development.
05.07 Evaluate toys using recognized criteria.

06.0 DESCRIBE SOCIETY'S ROLE IN PROTECTING THE RIGHTS OF CHILDREN -- The student will be able to:

06.01 Identify children's rights that are protected by local, state and federal laws and regulations.
06.02 Differentiate between child abuse and neglect.
06.03 Identify the common physical and behavioral indicators of child abuse and neglect.
06.04 Describe how to report child abuse and neglect.

07.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

07.01 Identify professional and youth organizations.
07.02 Identify purposes and functions of professional and youth organizations.
07.03 Identify roles and responsibilities of members.
07.04 Work cooperatively as a group member to achieve organizational goals.
07.05 Demonstrate confidence in leadership roles and organizational responsibilities.
07.06 Demonstrate commitment to achieve organizational goals.
07.07 Develop a personal growth project.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Family Living

CODE NUMBER: Secondary 8500340 Postsecondary__________

Florida CIP 0920.0107PA

SECONDARY SCHOOL CREDITS .5 COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS __________

APPLICABLE LEVEL(S): ___7-9 X 9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4 GEN HME EC @4
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to prepare students for the roles, responsibilities and relationships essential to functional families. To understand the nature, function, and significance of human relationships within the family/individual units.

The content includes, but is not limited to, concepts and principles related to various family forms and functions; establishment and maintenance of relationships; preparation for marriage; family life; the uniqueness of families and individuals; the development and socialization of individuals; and meeting the needs and interests of individuals and family members.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

Intended outcomes .09 (Identify concerns adolescents face regarding their changing bodies), and 10.0 (Explain why individuals and society should be concerned with world population), are recommended and appropriate competencies for the Family Living curriculum. The decision to omit or include these intended outcomes shall be based on a decision by the district school board.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Recognize the importance of the family and its functions.
02. Recognize the influence the family has on individual development.
03. Identify the role of dating in contemporary society.
04. Identify the components of effective communication, for successful family relationships.
05. Develop and manage positive interpersonal relationships.
06. Interpret laws and customs related to marriage.

07. Assess and deal with the effects of stress and crises on the family and its members.
08. Assess and deal with the impact of divorce and family instability on the family.
09. Identify concerns adolescents face regarding their changing bodies.
10. Explain why individuals and society should be concerned with world population.
11. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1992

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500340

COURSE TITLE: Family Living POSTSECONDARY NUMBER: ________

01.0 RECOGNIZE THE IMPORTANCE OF THE FAMILY AND ITS FUNCTIONS--The student will be able to:

01.01 Define family and the responsibilities of a family to its members.
01.02 Identify major trends in family life in the United States.
01.03 Analyze the impact technical and sociological change will have on the family of the future.
01.04 Describe the similarities and differences in family forms.
01.05 Identify characteristics of strong families.
01.06 Explain the family life cycle in relation to needs, rewards, and responsibilities of each cycle.
01.07 Analyze the roles and responsibilities of family members as they relate to the dual role family.
01.08 Describe ways in which sex-role stereotyping is imposed on children.
01.09 Interpret the family's need for physical, emotional, social and financial security.
01.10 Plan a leisure activity for the family.
01.11 Locate community activities that family members can enjoy.
01.12 Identify community resources available to strengthen families.

02.0 RECOGNIZE THE INFLUENCE THE FAMILY HAS ON INDIVIDUAL DEVELOPMENT--The student will be able to:

02.01 Define personality and self-concept.
02.02 Distinguish among the forces that shape personality such as heredity, culture and environment.
02.03 Describe how a positive and nuturing family atmosphere promotes the health and development of family members.
02.04 Describe ways family members can enhance the self-esteem of each other.
02.05 Explain why the socialization process is different for each individual.
02.06 Analyze several theories of personality development.

03.0 IDENTIFY THE ROLE OF DATING IN CONTEMPORARY SOCIETY--The student will be able to:

03.01 Identify the purposes of dating and the stages of the dating process.
03.02 Contrast the characteristics of a dating partner with those of a marriage partner.
03.03 Describe the different kinds of love.
03.04 Distinguish between love and infatuation.
03.05 Explain the purpose of an engagement period.
03.06 Dramatize ways a couple planning marriage can clarify expectation and mutually decide on important issues.
03.07 Identify attitudes toward marriage that influence the success or failure of a marriage.
03.08 Describe the impact of cultural, religious and racial differences on a relationship and mate selection.

04.0 IDENTIFY THE COMPONENTS OF EFFECTIVE COMMUNICATION FOR SUCCESSFUL FAMILY RELATIONSHIPS--The student will be able to:

04.01 Explain why communication is the basis for all relationships.
04.02 Recognize the importance of listening and feedback to communications.
04.03 Interpret nonverbal clues in communication.
04.04 Define defense mechanisms and describe why people use them.
04.05 Demonstrate communication, positive and negative.

05.0 DESCRIBE INTERPERSONAL RELATIONSHIPS--The student will be able to:

05.01 Describe factors that impact on dating and marital relationships.
05.02 Recognize that conflicts can be resolved through constructive solutions.
05.03 Compare and contrast the adjustments and conflicts that might arise at various stages of the family life cycle.
5.04 Describe factors that impact on a couple's ability to resolve conflicts and make adjustments.
05.05 Contrast the dual career marriage with the single career marriage and the impact on family members.
05.06 Identify roles and responsibilities of family members.

06.0 INTERPRET LAWS AND CUSTOMS RELATED TO MARRIAGE--The student will be able to:

06.01 Explain why marriage is a legal contract.
06.02 Identify state laws which regulate marriage, prenuptial agreements, annulments and divorce.
06.03 Explain the requirements for obtaining a marriage license.
06.04 Compare and contrast different types of wedding ceremonies.
06.05 Describe some marriage customs that are generally viewed as part of a marriage ceremony.

07.0 ASSESS THE EFFECTS OF STRESS AND CRISES ON THE FAMILY AND ITS MEMBERS--The student will be able to:

07.01 Identify types of crises related to family life.
07.02 Prepare a sequential outline of crisis resolution.
07.03 Describe the impact of various crises on family life.
07.04 Prepare a list of community agencies which aid families and identify their services, clientele, costs and procedures.
07.05 Apply coping skills in dealing with stressful events.

08.0 ASSESS THE IMPACT OF DIVORCE AND FAMILY INSTABILITY ON THE FAMILY--The student will be able to:

08.01 Identify divorce as a major adjustment problem for each family member.
08.02 Identify state statutes regulating divorce.
08.03 Define terms related to divorce, such as joint custody, grounds, child support.
08.04 Describe reasons why couples seek counseling to resolve their differences.

09.0 IDENTIFY CONCERNS ADOLESCENTS FACE REGARDING THEIR CHANGING BODIES--The student will be able to:

09.01 Define terminology associated with human sexuality.
09.02 Explain sexuality as an integral part of human development, behavior and relationships.
09.03 Explain the male and female reproductive systems.
09.04 Explain the role of decision making in assuming responsibility for sexual behavior.

09.05 Identify ways males and females try to attract the opposite sex.
09.06 Identify health risks associated with sexually transmitted diseases.

10.0 EXPLAIN WHY INDIVIDUALS AND SOCIETY SHOULD BE CONCERNED WITH WORLD POPULATION--The student will be able to:

10.01 Explain how attitudes toward sexuality may be influenced by societal attitudes, family, peers, media and personal values.
10.02 Explain the role of decision making in assuming responsibility for sexual behavior.
10.03 Describe family planning strategies.

11.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

11.0 Identify professional and youth organizations related to family life.
11.02 Identify purposes and functions of professional and youth organizations.
11.03 Identify roles and responsibilities of members.
11.04 Work cooperatively as a group member to achieve organizational goals.
11.05 Demonstrate confidence in leadership roles and organizational responsibilities.
11.06 Demonstrate commitment to achieve organizational goals.
11.07 Develop a personal growth project.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Housing and Home Furnishings

CODE NUMBER: Secondary 8500360 Postsecondary ____

Florida CIP 0920.0110PA

SECONDARY SCHOOL CREDITS .5 COLLEGE CREDITS ____ POSTSECONDARY ADULT VOCATIONAL CREDITS ____

APPLICABLE LEVEL(S): ___ 7-9 X 9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4 GEN HME EC @4
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to assist students in analyzing the physical, psychological and social influences which impact on housing decisions with emphasis on creating a desirable and attractive living environment, applying the principles of design, storage, color, lighting and energy-saving techniques, using all available resources for achieving improved living space to meet individual and family needs. In addition, the course prepares students to assess housing modification needs for handicapped and aged; recognize furniture styles and to determine appropriate textiles, floor and wall coverings and window treatments, housing options and costs.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices in the trade. Activities provide instruction in the use ofblueprints, floor plans, materials and supplies, home cleaning and maintenance equipment, home sewing equipment, personal computers, software and audio-visual equipment.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Analyze factors that influence housing choices.
02. Determine housing alternatives.
03. Analyze principles of housing and elements of designs.
04. Maintain home interiors and exteriors.
05. Apply construction techniques.
06. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics
SECONDARY NUMBER: 8500360

COURSE TITLE: Housing and Home Furnishings
POSTSECONDARY NUMBER: ________

01.0 ANALYZE FACTORS THAT INFLUENCE HOUSING CHOICES--The student will be able to:

01.01 Identify basic needs of individuals and families in the family life cycle.
01.02 Identify features to meet special needs of the handicapped, elderly, and children.
01.03 Identify personality, lifestyle and budget.
01.04 Describe how personality and lifestyle impact on housing choices.
01.05 Identify the role of community support systems in housing selections.

02.0 DETERMINE HOUSING ALTERNATIVES--The student will be able to:

02.01 Describe a variety of housing options.
02.02 Identify resources that can be used in determining housing alternatives.
02.03 Identify advantages and disadvantages of renting versus purchasing housing.
02.04 Explain housing costs as related to income.
02.05 Define terms found in legal documents utilized in renting and purchasing agreements.
02.06 Identify relocating expenses.

03.0 ANALYZE PRINCIPLES OF HOUSING AND ELEMENTS OF DESIGN--The student will be able to:

03.01 Analyze the influence of interior design on human feelings and behavior.
03.02 Demonstrate the use of color and color schemes.
03.03 Analyze interior treatments, to include floors, windows, and walls.
03.04 Identify furniture styles, construction, use, care, and purchase costs.
03.05 Analyze major appliances for style, construction, use, maintenance, and purchase costs.
03.06 Analyze the selection of home furnishings and of accessories.
03.07 Demonstrate use of blueprints and floor plans.

04.0 MAINTAIN HOME INTERIORS AND EXTERIORS--The student will be able to:

04.01 Use cleaning equipment and supplies.
04.02 Plan time schedules for cleaning and maintaining living areas, major appliances, furnishings and accessories.
04.03 Identify tools needed for minor household maintenance and repairs.
04.04 Identify repairs and maintenance tasks that can be done by the occupant and those requiring a skilled tradesperson.
04.05 Identify available resources to assist in maintaining the living environment.

05.0 APPLY CONSTRUCTION TECHNIQUES TO AN INTERIOR OR EXTERIOR HOUSING PROJECT --The student will be able to:

05.01 Measure and compute project material.
05.02 Select material for project.
05.03 Develop a project construction plan.

05.04 Construct an interior or exterior home furnishings/housing project.

06.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

06.01 Identify professional and youth organizations.
06.02 Identify purposes and functions of professional and youth organizations.
06.03 Identify roles and responsibilities of members.
06.04 Work cooperatively as a group member to achieve organizational goals.
06.05 Demonstrate confidence in leadership roles and organizational responsibilities.
06.06 Demonstrate commitment to achieve organizational goals.
06.07 Develop a personal growth project.

CURRICULUM FRAMEWORK　　PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION　　EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Life Management Skills

CODE NUMBER:　Secondary 8502000　　Postsecondary ____________

Florida CIP　0920.010600

SECONDARY SCHOOL CREDITS .5　　COLLEGE CREDITS _____　　POSTSECONDARY ADULT VOCATIONAL CREDITS ________

APPLICABLE LEVEL(S): ___ 7-9　X 9-12　___ Postsecondary Adult Vocational
___ Postsecondary Vocational　X Other 30, 31

CERTIFICATION COVERAGE:　VOC HME EC @4　GEN HME EC @4
HOME EC 1 @ 2　PRAC NURSE @7　G

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to assist students with the development of essential life management skills to enhance the quality of personal and family life.

The content includes, but is not limited to, positive emotional, social, physical, and intellectual development of self and others; nutrition; consumer education and resource management; substance abuse; hazards of smoking; breast and testicular self-examination; AIDS and other sexually transmitted diseases; cardiopulmonary resuscitation; roles and responsibilities of families and family members; decision-making and coping skills; and public and private agencies and services affecting individuals and families.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences and instructional materials appropriate to the course content in accordance with current practices. Activities provide instruction in the use of personal computers, and CPR manikins.

III. SPECIAL NOTE: The concept of management is an integral part of the course and should be reflected in the facility, equipment, instructional materials and learning experiences.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Describe positive emotional, social, physical and intellectual development of self and others.
02. Determine the role of the family in personal development.
03. Apply principles of nutrition to food decisions.
04. Demonstrate responsible consumer decisions and management techniques.
05. Make responsible decisions regarding substance use (alcohol, drugs, tobacco).
06. Describe the procedures used in self-examination for breast or testicular cancer.

07. Perform cardiopulmonary resuscitation.
08. Demonstrate knowledge of Human Immunodeficiency Virus (HIV), Acquired Immune Deficiency Syndrome (AIDS) and other sexually transmitted diseases, and their affect on individuals, families and society.

STUDENT PERFORMANCE STANDARDS | EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics | SECONDARY NUMBER: 8500620

PROGRAM TITLE: Life Management Skills | POSTSECONDARY NUMBER: ________

01.0 EVALUATE THE POSITIVE EMOTIONAL, SOCIAL, PHYSICAL AND INTELLECTUAL DEVELOPMENT OF SELF AND OTHERS--The student will be able to:

01.01 Describe the development of self esteem.
01.02 Identify techniques to strengthen and reinforce self-esteem.
01.03 Identify characteristics of a responsible individual.
01.04 Implement the decision-making process as a way of achieving goals.
01.05 Develop a plan for setting goals and priorities.
01.06 Practice effective communications with family and peers.
01.07 Identify ways for coping with personal stress and crises.
01.08 Identify the symptoms of potential suicides and the impact of a suicide on the family unit and peer group.
01.09 Identify actions an individual can take regarding intervention in potential suicide.
01.10 Identify sources of help for the potential suicide.

02.0 DETERMINE THE ROLE OF THE FAMILY IN PERSONAL DEVELOPMENT--The student will be able to:

02.01 Define a family and explain the function of the family in society.
02.02 Explain the stages in the family cycle.
02.03 Describe the rule and responsibilities of an individual as a member family.
02.04 Identify changes in society and social problems that may affect personal and family goals.
02.05 Identify public and private agencies that address individual and family concerns.

03.0 APPLY PRINCIPLES OF NUTRITION TO FOOD DECISIONS--The student will be able to:

03.01 Describe sources and functions of the essential nutrients.
03.02 Identify nutritional needs that promote and maintain good health.
03.03 Identify positive and negative weight-control methods and the effects of each on the body.
03.04 Identify signs and symptoms of eating disorders and their effects on self, peers, and family.
03.05 Evaluate food labeling.
03.06 Plan nutritious meals and snacks.

04.0 DEMONSTRATE RESPONSIBLE CONSUMER DECISIONS AND MANAGEMENT TECHNIQUES--The student will be able to:

04.01 Interpret consumer rights and responsibilities.
04.02 Evaluate the influence of advertising techniques on individual and family consumer decisions.
04.03 Explain the need for a management plan for personal finances.
04.04 Identify ways to establish, use, and maintain credit.
04.05 Explain the steps in establishing and maintaining checking and savings accounts.
04.06 Identify paycheck deductions such as FICA, Insurance, etc.

05.0 MAKE RESPONSIBLE DECISIONS REGARDING SUBSTANCE USE AND ABUSE (ALCOHOL, DRUGS, AND TOBACCO)--The student will be able to:

05.01 Analyze reasons for substance use and abuse and identify positive alternatives.
05.02 Evaluate the effects that substance use and abuse can have on personal life, family life, and society.
05.03 Evaluate the legal ramifications of substance use and abuse.
05.04 Identify community agencies where help is available for substance abusers.

06.0 DESCRIBE THE PROCEDURES USED IN SELF-EXAMINATION FOR BREAST AND TESTICULAR CANCER--The student will be able to:

06.01 Identify the symptoms of cancer.
06.02 Explain self-examination procedures for breast or testicular cancer.

07.0 DEMONSTRATE CARDIOPULMONARY RESUSCITATION--The student will be able to:

07.01 Demonstrate one-rescuer cardiopulmary resuscitation (CPR).
07.02 Demonstrate emergency relief on a person with an obstructed airway.

08.0 DEMONSTRATE KNOWLEDGE OF HUMAN IMMUNODEFICIENCY VIRUS (HIV), ACQUIRED IMMUNEDEFICIENCY SYNDROME (AIDS), AND OTHER SEXUALLY TRANSMITTED DISEASES, AND OF THEIR EFFECTS ON INDIVIDUALS, FAMILIES, AND SOCIETY--The student will be able to:

08.01 Define the terms Human Immunodeficiency Virus (HIV), Acquired Immune Deficiency Syndrome (AIDS), and sexually transmitted diseases (STDs).
08.02 Describe the known ways in which HIV and AIDS may be contracted.
08.03 Identify the ways in which HIV, AIDS, and other STDs can be prevented.
08.04 Identify the symptoms of HIV, AIDS, and other STDs.
08.05 Explain how HIV, AIDS, and other STDS affect the individual, the family, and society.
08.06 Analyze the individual's responsibility for a healthy life-style that reduces the risk of HIV, AIDS, and STDs.
08.07 Identify community agencies where accurate information about HIV, AIDS, and other STDs is available.

CURRICULUM FRAMEWORK PROGRAM AREA: HOME ECONOMICS

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Nutrition and Food Choices

CODE NUMBER: Secondary 8500350 Postsecondary ____________

Florida CIP 0920.0108PA

SECONDARY SCHOOL CREDITS .5 POSTSECONDARY ADULT COLLEGE CREDITS____ VOCATIONAL CREDITS ____

APPLICABLE LEVEL(S): ___7-9 X 9-12 ___Postsecondary Adult Vocational

___Postsecondary Vocational X Other 30.31

CERTIFICATION COVERAGE: VOC HME EC @4 GEN HME EC @4
HOME EC 1 @ 2

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this course is to prepare students to understand the principles of nutrition in relation to food choices; the selection, preparation, and storage of food; and meal management to meet individual and family food choices based upon patterns of living and use of available resources.

II. **LABORATORY ACTIVITIES**: Instruction an learning activities are provided in a laboratory setting using hands-on experiences with the tools, equipment, and materials appropriate to the course content and in accordance with current practices. Activities provide instruction in: applying consumer skills; applying basic food preparation skills; meal management; applying the principles of nutrition; and the use and care of equipment.

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

IV. **INTENDED OUTCOMES**: After successfully completing this course, the student will be able to:

01. Identify social and psychological aspects of food.
02. Apply nutritional principles in food selection.
03. Apply consumer skills in food selection.
04. Apply principles of meal management.
05. Apply basic food preparation skills.
06. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics
SECONDARY NUMBER: 8500350

COURSE TITLE: Nutrition and Food Choices
POSTSECONDARY NUMBER: _____

01.0 IDENTIFY SOCIAL AND PSYCHOLOGICAL ASPECTS OF FOOD--The student will be able to:

01.01 Analyze family patterns of living and life cycles as they relate to food choices in the market place.
01.02 Recognize problems with world food distributions.
01.03 Describe media influences on food choices.
01.04 Demonstrate socially acceptable table manners and etiquette.
01.05 Identify careers related to food.
01.06 Identify the causes of weight problems and eating disorders and the effect on self, family, and others.
01.07 Identify meal time as important for family communications.

02.0 APPLY NUTRITION PRINCIPLES TO FOOD SELECTION*--The student will be able to:

02.01 Identify sources and functions of nutrients.
02.02 Evaluate sources of nutrition information.
02.03 Describe nutritional changes during the life cycle.
02.04 Analyze the correlation between food choices and health and wellbeing.
02.05 Describe health situations, such as diabetes, pregnancy, and cardiovascular diseases, that may require special food choices.
02.06 Develop a nutrition plan of action for improving individual food choices.
02.07 Describe buying, storing, preparing, and serving practices that help to preserve nutrients.

03.0 APPLY CONSUMER SKILLS TO FOOD SELECTION--The student will be able to:

3.01 Describe factors, such as nutrition, convenience, price, quality and availability, that should be considered when purchasing food in grocery stores, convenience stores, restaurants and fast food establishments.
03.02 Identify marketing techniques and describe their effect on consumers.
03.03 Interpret labels and unit pricing information.
03.04 Identify consumer rights and responsibilities as they relate to food purchases.

04.0 APPLY PRINCIPLES OF MEAL MANAGEMENT--The student will be able to:

04.01 Plan menus considering nutritional needs, schedules, budget, aesthetics, and food preferences.
04.02 Plan, prepare, and serve snacks and meals incorporating convenience food and small appliances.
04.03 Evaluate the management plan for meal preparation.
04.04 Identify consumer rights and responsibilities.
04.05 Identify roles/responsibilities of family members in planning, preparing and serving foods.

05.0 APPLY BASIC FOOD PREPARATION SKILLS--The student will be able to:

05.01 Interpret and use recipes.
05.02 Demonstrate use and care of large and small equipment.
05.03 Demonstrate safety and sanitation procedures.
05.04 Prepare a nutritious meal.
05.05 Evaluate the quality of the meal including nutrition, appearance, and cost.

06.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

06.01 Identify professional and youth organizations.
06.02 Identify purposes and functions of professional and youth organizations.
06.03 Identify roles and responsibilities of members.
06.04 Work cooperatively as a group member to achieve organizational responsibilities.
06.05 Demonstrate confidence in leadership roles and organizational responsibilities.
06.06 Demonstrate commitment to achieve organizational goals.
06.07 Develop a personal growth project.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July 1993

PROGRAM TITLE: Parenting Skills

CODE NUMBER: Secondary 8500300 Postsecondary___________

Florida CIP 0920.0113PA

SECONDARY SCHOOL CREDITS .5 COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S) ___7-9 x 9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 30,31

CERTIFICATION COVERAGE: VOC HME EC 4 GEN HME EC@4 E CHILD ED @ 0
HOME EC 1@2 PRE SCH ED A PRIMARY ED B

I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to prepare students to understand positive parenting and nurturing skills and their importance to the total development of the child and the stability of the family.

II. **LABORATORY ACTIVITY:** Instruction and learning activities are provided in a classroom setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices.

III. **SPECIAL NOTES:** Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

IV. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to:

01. Plan for assuming parenting responsibilities.
02. Discuss self-esteem and relate it to self-image and behavior in children.
03. Define a nurturing and protective environment for children.
04. Describe positive parenting skills in guiding children's behavior at different stages of development.
05. Discuss the role of communication in parent/child relationships.
06. Identify support systems for parents.
07. Describe parenting concerns.
08. Recognize the importance of the family.
09. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS — EFFECTIVE DATE: July, 1993
PROGRAM AREA: Home Economics — SECONDARY NUMBER: 8500300
COURSE TITLE: Parenting Skills — POSTSECONDARY NUMBER: ______

01.0 PLAN FOR ASSUMING PARENTING RESPONSIBILITIES --The student will be able to:

01.01 Define parenting and related terminology.
01.02 Describe the characteristics of caring/loving parents and family members.
01.03 Describe the responsibilities and rewards involved in rearing children.
01.04 Analyze reasons people have children or remain childless.
01.05 Research the costs of having a baby.
01.06 Describe parenting styles such as democratic, permissive, and authoritarian, and give examples of each.
01.07 Identify factors that would indicate personal readiness for parenthood.

02.0 DISCUSS SELF-ESTEEM AND RELATE IT TO SELF-IMAGE AND BEHAVIOR IN CHILDREN -- The student will be able to:

02.01 Define self-esteem.
02.02 Discuss how a positive self-concept relates to the development of a child.
02.03 Identify characteristics of children with high self-esteem and those with low self-esteem.
02.04 Describe ways to develop high self-esteem in children at various developmental stages.
02.05 Identify factors which have a negative impact on a child's self-esteem at various developmental stages.
02.06 Analyze children's activities, clubs, sports, etc. and their impact on self-esteem.

03.0 DEFINE A NURTURING AND PROTECTIVE ENVIRONMENT FOR CHILDREN -- The student will be able to:

03.01 Identify appropriate physical care of children to include bathing, feeding, dressing and developing healthy routines.
03.02 Describe a safe and healthy environment for children.
03.03 Identify common childhood illnesses and accidents.
03.04 Describe procedures for caring for the ill or injured children.
03.05 Identify personal beliefs concerning child rearing.
03.06 Explain the impact of crisis situations on children, and ways of coping with divorce, death, separation, sibling rivalry, child abuse, and other crises.
03.07 Identify ways to help children express emotions appropriately.
03.08 Identify factors to consider when selecting child care.
03.09 Describe ways to create an enriched environment for children.

04.0 DESCRIBE POSITIVE PARENTING SKILLS IN GUIDING CHILDREN'S BEHAVIOR AT DIFFERENT STAGES OF DEVELOPMENT -- The student will be able to:

04.01 Identify discipline, punishment, and guidance appropriate to developmental stages.
04.02 Describe the process of developing self-discipline in children.
04.03 Describe the importance of helping children follow healthy established routines.

04.04 Describe responsible behavior in children at different developmental stages.
04.05 Describe acceptable methods of guidance to modify behavior in a child.
04.06 Describe positive parental care at different developmental stages.

05.0 DISCUSS THE ROLE OF COMMUNICATION IN PARENT/CHILD RELATIONSHIPS The student will be able to:

05.01 Describe the role of communication in a child's development.
05.02 Discuss the importance of openness and truthfulness in parent/child communication.
05.03 Describe inhibitors to open communication between parent and child.
05.04 Compare and demonstrate positive and negative communication.
05.05 Demonstrate communication skills between parent and child.

06.0 IDENTIFY SUPPORT SYSTEMS FOR PARENTS -- The student will be able to:

06.01 Recognize the importance and functions of family and community support systems.
06.02 Prepare a list of community agencies which aid families and identify services, costs and procedures.
06.03 List and describe support groups, other than community agencies, which provide support for families.

07.0 DESCRIBE PARENTING CONCERNS -- The student will be able to:

07.01 Distinguish between myths and realities of parenthood.
07.02 Compare and contrast the adjustments and conflicts that arise in parenting children with special needs.
07.03 Identify roles, responsibilities and concerns of teen parents.
07.04 Identify roles, responsibilities and concerns of single parents.

08.0 RECOGNIZE THE IMPORTANCE OF THE FAMILY -- The student will be able to:

08.01 Analyze the family's role as the primary nurturing environment for all individuals.
08.02 Identify characteristics of strong and healthy families.
08.03 Analyze components of a healthy personality as they relate to parenting.
08.04 Describe family roles and responsibilities and the importance of each member doing his/her share.
08.05 Identify the various stages of the family life cycle.
08.06 Identify children with special needs and ways in which families can provide for these needs.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

09.01 Identify vocational youth organizations related to family life.
09.02 Identify purposes and functions of vocational youth organizations.
09.03 Identify roles and responsibilities of members.
09.04 Work cooperatively as a group member to achieve organizational goals.
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.
09.07 Develop a personal-growth project.
09.08 Investigate competitive events for vocational youth organizations.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Personal and Family Finance

CODE NUMBER: Secondary 8500330 Postsecondary ________

Florida CIP 0920.0104PA

SECONDARY SCHOOL CREDITS .5 COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS _______

APPLICABLE LEVEL(S): ___7-9 X 9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4 GEN HME EC @4
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to give students an overview of personal and family finance concepts including the American economic system, personal and family management of resources, the role of financial institutions, consumer information and taxation.

This content includes, but is not limited to, consumer rights and responsibilities, record-keeping, decision making and consumer choices, resource management, credit, taxation, and information on insurance and contracts.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with materials and supplies appropriate to the course content. Activities provide instruction in the use of personal computers and software.

III. SPECIAL NOTE: Intended outcome number .01 objectives are specified in "Free Enterprise and Consumer Education Minimum Objectives for Florida Schools" - September, 1979.

Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Define the role of individuals and families in the American economic system.
02. Demonstrate the decision-making process.
03. Manage personal and family income.
04. Identify services of financial institutions.
05. Use consumer information.
06. Identify various kinds of taxes.
07. Identify the purpose of wills, insurance and contracts.
08. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS   EFFECTIVE DATE: July, 1993

PROGRAM AREA Home Economics   SECONDARY NUMBER: 8500330

COURSE TITLE: Personal and Family Finance

POSTSECONDARY NUMBER: ______

01.0 DEFINE THE ROLE OF INDIVIDUALS AND FAMILIES IN THE AMERICAN ECONOMIC SYSTEM--The student will be able to:

01.01 Identify the importance of self sufficient families to the stability of the American economics systemn.
01.02 Identify the role of the consumer in the economic system.
01.03 Define consumer education terminology, including capitalism, resources, economic system, supply and demand.
01.04 Describe the free enterprise system.
01.05 Identify the elements of the American economic system.
01.06 Identify the four types of business organizations.
01.07 Identify the categories of economic systems.
01.08 State the three questions all economic systems attempt to answer.
01.09 Summarize the law of "supply and demand."

02.0 DEMONSTRATE THE DECISION-MAKING PROCESS--The student will be able to:

02.01 Apply the decision-making process to consumer choices.
02.02 Describe how shared decision-making regarding expenditures can strengthen the family.
02.03 Explain the inter-relationship of time, energy, and money to achieving personal and family goals.
02.04 Identify the advantages and disadvantages of the dual income family.
02.05 Describe various ways in which dual-income families manage their money.

03.0 MANAGE PERSONAL AND FAMILY INCOME--The student will be able to:

03.01 Develop a record keeping system including a budget and a net worth statement.
03.02 Identify the paycheck deductions that account for the difference between gross and net pay.
03.03 Explain why consumer credit is important to business and consumers in today's economy.
03.04 Relate personal and economic goals to the life cycle.

04.0 IDENTIFY SERVICES OF FINANCIAL INSTITUTIONS--The student will be able to:

04.01 Identify services and functions of financial institutions.
04.02 Identify regulations of financial institutions pertaining to the consumer.
04.03 Explain investment opportunities including stocks, bonds and IRA's.

05.0 USE CONSUMER INFORMATION--The student will be able to:

05.01 Identify local, state and federal sources of consumer information.
05.02 Desribe the effects of advertising on consumer purchases.
05.03 Evaluate different credit plans such as revolving charge, 90-day and installment accounts.

06.0 IDENTIFY VARIOUS KINDS OF TAXES--The student will be able to:

06.01 Explain the basic principles of taxation.
06.02 List types and sources of taxes.
06.03 Describe how taxes relate to governmental services.
06.04 Identify penalties related to income tax.
06.05 Complete a personal/family income tax form.

07.0 IDENTIFY THE PURPOSE OF WILLS, INSURANCE AND CONTRACTS--The student will be able to:

07.01 Identify the types of insurance needed by individuals and families.
07.02 Interpret basic contract information in leases, service warranties, and general sales/credit agreement.
07.03 Identify reasons for making a will.

08.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

08.01 Identify professional and youth organizations.
08.02 Identify purposes and functions of professional and youth organizations.
08.03 Identify roles and responsibilities of members.
08.04 Work cooperatively as a group member to achieve organizational goals.
08.05 Demonstrate confidence in leadership roles and organizational responsibilities
08.06 Demonstrate commitment to achieve organizational goals.
08.07 Develop a personal growth project.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Personal Clothing

CODE NUMBER: Secondary 8500320 Postsecondary ______________

Florida CIP 0920.0103PA

SECONDARY SCHOOL CREDITS .5 COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS ________

APPLICABLE LEVEL(S): ___7-9 X 9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4 GEN HME EC @4
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to prepare students to understand the social, psychological, and physiological aspects of clothing and textiles; the nature and use of clothing products; wardrobe management to include the selection, basic construction, care and maintenance, and alteration of clothing; and the effect of consumer choices on the individual, family, and the clothing and textile industry.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content. Activities provide instruction in creative wardrobe management and in the use of tools and equipment such as the domestic sewing machine, measuring tools, hand sewing equipment, marking devices, and pressing and laundry equipment.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Plan for, select, and purchase ready-to-wear clothing and accessories.
02. Demonstrate creative wardrobe management.
03. Select, use, and care for sewing tools and equipment.
04. Demonstrate clothing construction skills.
05. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500320

COURSE TITLE: Personal Clothing

POSTSECONDARY NUMBER: __________

01.0 PLAN FOR, SELECT, AND PURCHASE READY-TO-WEAR CLOTHING AND ACCESSORIES --The student will be able to:

01.01 Identify factors that influence the selection of clothing to include: color, figure type, intended use, cost and individual needs and wants.
01.02 Evaluate and select accessories for a wardrobe.
01.03 Describe the difference among styles, fashions, and fads.
01.04 Plan a wardrobe with accessories for self, staying within a given budget.
01.05 Interpret and evaluate consumer information on hangtags and labels.
01.06 Evaluate construction and fit of ready-to-wear garments.
01.07 Identify types of retail outlets and stores and compare advantages and disadvantages of each.

02.0 DEMONSTRATE CREATIVE WARDROBE MANAGEMENT--The student will be able to:

02.01 Sort and launder clothing.
02.02 Demonstrate hot water, cold water, and solvent techniques for stain removal.
02.03 Demonstrate techniques for repairing clothes.
02.04 Identify ways to recycle garments.

03.0 SELECT, USE, AND CARE FOR SEWING TOOLS AND EQUIPMENT--The student will be able to:

03.01 Demonstrate the use and care of essential sewing equipment and tools.
03.02 Apply safety procedures when using equipment and tools.

04.0 DEMONSTRATE CLOTHING CONSTRUCTION SKILLS--The student will be able to:

04.01 Follow correct procedures for measuring the body.
04.02 Determine figure type and pattern size from body measurements.
04.03 Identify factors to consider when selecting patterns and fabrics.
04.04 Use a pattern envelope to determine yardage and notions.
04.05 Identify and interpret symbols and markings found on pattern pieces.
04.06 Prepare fabric for layout.
04.07 Use a pattern to pin, cut, and mark garment pieces.
04.08 Interpret and follow guide sheet in constructing a simple garment which includes a hem and seams.
04.09 Demonstrate appropriate pressing techniques.

05.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:
05.01 Identify professional and youth organizations.
05.02 Identify purposes and functions of professional and youth organizations.
05.03 Identify roles and responsibilities of members.
05.04 Work cooperatively as a group member to achieve organizational goals.

05.05 Demonstrate confidence in leadership roles and organizational responsibilities.
05.06 Demonstrate commitment to achieve organizational goals.
05.07 Develop a personal growth project.

CURRICULUM FRAMEWORK   PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION   EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Practical Homemaking Skills

CODE NUMBER: Secondary 8500370   Postsecondary ______

Florida CIP 0920.0109PA

SECONDARY SCHOOL CREDITS .5   COLLEGE CREDITS ____   POSTSECONDARY ADULT VOCATIONAL CREDITS ____

APPLICABLE LEVEL(S): ___7-9 X 9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational   X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4   GEN HME EC @4
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to assist students with the development of skills for managing daily living activities.

The content includes, but is not limited to, maintaining organized living space, basic home maintenance and repairs, decision making as it relates to homemaking activities, preparing and serving food, selecting and maintaining clothing and social skills.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of equipment including ranges, refrigerators, sewing machines, microwave ovens, laundry equipment, cleaning equipment, audiovisual equipment, media materials, personal computers and software.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Provide for a clean organized living space.
02. Demonstrate basic home maintenance and repairs.
03. Apply the decision making process to homemaking activities.
04. Plan for, prepare and serve nutritious food.
05. Plan for, select and care for personal clothing and accessories.
06. Demonstrate appropriate social skills.
07. Plan for personal and family security.
08. Demonstrate computer literacy.
09. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500370

COURSE TITLE: Practical Homemaking Skills POSTSECONDARY NUMBER: ________

01.0 PROVIDE FOR A CLEAN, ORGANIZED LIVING SPACE--The student will be able to:

01.01 Determine how lifestyles affect living space needs for the individual and family.
01.02 Organize a list of cleaning chores that would be done daily, weekly, monthly or seasonally in maintaining personal living space.
01.03 Establish a system of shared family responsibilities for maintaining the living space.
01.04 Choose and care for tools, equipment and appliances in cleaning and maintaining personal living space.
01.05 Demonstrate the use of small appliances used in cleaning and/or maintaining personal and family living space.

02.0 DEMONSTRATE BASIC HOME MAINTENANCE AND REPAIRS--The student will be able to:

02.01 Describe factors to consider in determining if repairs should be made by self, professionals or others.
02.02 Explain how to locate and change an overloaded fuse and reset a circuit breaker.
02.03 Describe areas where water might be shut off.
02.04 Organize a weekly, monthly and seasonal schedule for maintaining the home.

03.0 APPLY THE DECISION-MAKING PROCESS TO HOMEMAKING ACTIVITIES--The student will be able to:

03.01 Relate the management of personal and family resources to achievement of goals.
03.02 Describe the effects of advertising on consumer purchases.
03.03 Apply the decision-making process to consumer choices.
03.04 Apply individual and family decision-making process to consumer choices.

04.0 PLAN FOR, PREPARE, AND SERVE NUTRITIOUS FOOD--The student will be able to:

04.01 Plan and prepare a meal from convenience foods using small appliances.
04.02 Choose a breakfast, lunch and dinner menu, incorporating the Basic Four Food Groups, from a fast food establishment.
04.03 Demonstrate safe use of kitchen tools and equipment.
04.04 Identify sanitation rules in the preparation and storage of food.
04.05 Demonstrate appropriate table appointments.

05.0 PLAN FOR, SELECT, AND CARE FOR PERSONAL CLOTHING AND ACCESSORIES--The student will be able to:

05.01 Define the term "multipurpose clothing" and list examples.
05.02 Describe how clothing accessories can be used to stretch a wardrobe.
05.03 Complete a simple sewing activity using machine or hand sewing techniques.
05.04 Analyze care labels in ready made clothing.

05.05 Compare the advantages and disadvantages of washing and dry cleaning clothes.

06.0 DEMONSTRATE APPROPRIATE SOCIAL SKILLS--The student will be able to:

06.01 Demonstrate appropriate manners and etiquette in social and meal situations.
06.02 Plan for, prepare, and evaluate a social activity for family or others.

07.0 PLAN FOR PERSONAL AND FAMILY SECURITY--The student will be able to:

07.01 Identify security needs for living at home or away from home.
07.02 Prepare a list of emergency agencies and phone numbers.

08.0 DEMONSTRATE COMPUTER LITERACY--The student will be able to:

08.01 Define the following terms: computer, data, input, output, hardware, software, language, processing - word, data, memory - ROM, RAM, program, terminal, peripheral devices and keyboard characters and control.
08.02 Operate a computer by performing the following steps: turn the equipment on and off; load a program; run and use a program; storea program; display a program and enter and execute a simple program.
08.03 Identify the safety precautions that must be observed in using equipment.
08.04 Describe the general use of computer technology in home economics.
08.05 Discuss the advantages and disadvantages in the use of different computers.
08.06 Use the computer to explore selected occupations.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth and organizations.
09.03 Identify roles and responsibilities of members.
09.04 Work cooperatively as a group member to achieve organizational goals.
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.
09.07 Develop a personal growth project.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Principles of Clothing Construction

CODE NUMBER: Secondary 8500380 Postsecondary ________

Florida CIP 0920.0111PA

SECONDARY SCHOOL CREDITS .5 COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): ___7-9 X 9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4 GEN HME EC @4
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to prepare students to identify the characteristics of fibers, fabrics and textiles; to interpret consumer protection laws related to clothing and textiles;and to construct garments.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with tools and materials appropriate to the course content. Activities provide instruction in using sewing tools and equipment, measuring tools, hand sewing equipment, marking devices and pressing equipment.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify characteristics, uses, costs and care of textiles and fabrics.
02. Demonstrate clothing construction skills.
03. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500380

COURSE TITLE: Principles of Clothing Construction

POSTSECONDARY NUMBER:_________________

01.0 IDENTIFY CHARACTERISTICS, USES, COSTS AND CARE OF TEXTILES AND FABRICS-- The student will be able to:

01.01 Identify the characteristics, uses, costs and care of natural and man-made fibers.
01.02 Identify the characteristics, uses, costs and care of fabric blends and fabric finishes.
01.03 Identify methods of constructing fabrics.
01.04 Identify the characteristics, uses, costs and care of various fabrics.
01.05 Explain the expected performance of selected fabrics according to yarn type, fabric construction and textile finishes used to make them.
01.06 Identify the four basic purposes of labeling textile products.
01.07 Identify the differences between hangtags and labels.
01.08 Identify and interpret consumer protection laws related to clothing and textiles.

02.0 DEMONSTRATE CLOTHING CONSTRUCTION SKILLS--The student will be able to:

02.01 Use and care for sewing tools and equipment.
02.02 Follow correct procedures for measuring the body.
02.03 Determine figure type and pattern size from body measurements.
02.04 Identify factors to consider when selecting patterns and fabrics.
02.05 Determine yardage and notions needs from information on pattern envelope.
02.06 Identify and interpret symbols and markings found on pattern pieces.
02.07 Prepare fabric for layout.
02.08 Pin, cut and mark garment pieces using a pattern.
02.09 Demonstrate construction techniques for interfacings, facings, waistbands, zippers, buttonholes, sleeves, collars, etc.
02.10 Interpret and follow guide sheet to construct garments.
02.11 Demonstrate appropriate pressing techniques.

03.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

03.01 Identify professional and youth organizations.
03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members.
03.04 Work cooperatively as a group member to achieve organizational goals.
03.05 Demonstrate confidence in leadership roles and organizational responsibilities.
03.06 Demonstrate commitment to achieve organizational goals.
03.07 Develop a personal growth project.

CURRICULUM FRAMEWORK   PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION   EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Principles of Food Preparation

CODE NUMBER: Secondary 8500390   Postsecondary ______

Florida CIP 0920.0112PA

SECONDARY SCHOOL CREDITS .5   COLLEGE CREDITS_____   POSTSECONDARY ADULT VOCATIONAL CREDITS ______

APPLICABLE LEVEL(S): ___7-9   X 9-12   ___ Postsecondary Adult Vocational

___ Postsecondary Vocational   X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4   GEN HME EC @4
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to prepare students to understand the principles of food preparation, selection and storage, basic food preparation, and selection of food services.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experience with the tools, equipment, and materials appropriate to the course content and in accordance with current practices. Activities provide instruction in: the application of the principles of food preparation, food selection, storage, choosing appropriate food service for various occasions and the use of small and large appliances, kitchen tools and equipment.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Explain principles of food preparation.
02. Explain principles of food selection and storage.
03. Demonstrate food preparation skills.
04. Choose appropriate food service for various occasions.
05. Demonstrate leadership and organizational skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500390

COURSE TITLE: Principles of Food Preparation POSTSECONDARY NUMBER: ________

01.0 EXPLAIN PRINCIPLES OF FOOD PREPARATION--The student will be able to:

01.01 Analyze the scientific basis for changes in food during preparation, to include protein, starch, fiber, sugars, fats, vitamins and minerals.
01.02 Identify the techniques for conserving nutrients during food preparation.
01.03 Analyze how ingredients affect product outcome.

02.0 EXPLAIN PRINCIPLES OF FOOD SELECTION AND STORAGE--The student will be able to:

02.01 Identify quality characteristics, such as grades, size, freshness, and dating, used to select foods.
02.02 Compare costs, nutritional value, and characteristics of fresh, frozen, dehydrated, and canned foods.
02.03 Choose appropriate storage methods for foods.

03.0 DEMONSTRATE FOOD PREPARATION SKILLS--The student will be able to:

03.01 Interpret and use recipes, to include increasing and decreasing ingredients and using substitutions.
03.02 Demonstrate basic food preparation skills such as techniques of cutting, mixing, cooking and measuring.
03.03 Select, use, care for and store food preparation equipment.
03.04 Explain the relationship between food-borne illnesses and
03.05 Identify ways of including family members in meals planning and preparation.
03.06 Clean and maintain food preparation areas.
03.07 Assess the quality of the prepared food.

04.0 CHOOSE APPROPRIATE FOOD SERVICE FOR VARIOUS OCCASIONS--The student will be able to:

04.01 Analyze the importance of etiquette and manners.
04.02 Demonstrate etiquette and manners related to food service for various occasions.
04.03 Plan appropriate table settings and service.
04.04 Plan, prepare, and serve creative cuisine such as ethnic, regional, and foods for special occasions.
04.05 Assess the implementation of a meal management plan for meal preparation and service.
04.06 Assess the quality of the prepared food.
04.07 Identify ways to establish or maintain family meal traditions.

05.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:
05.01 Identify professional and youth organizations.
05.02 Identify purposes and functions of professionals and youth organizations.
05.03 Identify roles and responsibilities of members.
05.04 Work cooperatively as a group member to achieve organizational goals.
05.05 Demonstrate confidence in leadership roles and organizational responsibilities.
05.06 Demonstrate commitment to achieve organizational goals.
05.07 Develop a personal growth project.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Alterationist

CODE NUMBER: Secondary 8506100 Postsecondary V200305

Florida CIP 0420.030500

SECONDARY SCHOOL CREDITS 3 COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): _____7-9 __X__ 9-12 X Postsecondary Adult Vocational

______ Postsecondary Vocational X Other 30, 31

	9-12	30,31
CERTIFICATION COVERAGE:	VOC HME EC @4	HOMEMAKING @2 @7 G
	APPRL MFG ¢ 7	VOC HME EC @4
	TAILORING ¢ 7	APPRL MFG @7 G
	GEN HME EC @4	HOME EC 1 @ 2
	HOME EC 1 @ 2	GEN HME EC @4
		HME EC OCC @7 G
		TAILORING @7 G

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as alteration tailors, power sewing machine operators (787.682-046), sewing machine operators, special equipment, garment (61085220), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, use and care of equipment; textile qualities and types; commercial sewing skills; fitting, altering, and repairing garments; operating and maintaining power and domestic sewing machines; pressing techniques; construction techniques; employability, leadership and organizational skills; and identification of entrepreneurship skills and balancing family, school and work.

Clothing programs at the secondary and post secondary levels now require completion of a core. The core for this program is Apparel Production, (secondary level: 8506200; postsecondary level: V200304).

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of power and domestic sewing machines, hand tools, and other sewing equipment; layout, cutting and pressing equipment; storage equipment.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station that reflects equipment, skills, and tasks which are relevant to the occupation the student has chosen as a career. In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length for the average achieving student is 450 hours.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System Discipline Committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/ course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify employment opportunities.
02. Recognize components of the garment industry.
03. Operate and maintain domestic sewing machines.
04. Identify textile qualities and types.
05. Demonstrate garment fitting and techniques.
06. Demonstrate commercial sewing skills.
07. Demonstrate garment alteration.
08. Demonstrate clothing repair.
09. Demonstrate leadership and organizational skills.
10. Demonstrate an understanding of entrepreneuership.
11. Demonstrate appropriate basic skills essential to working in alterations.
12. Demonstrate employability skills.
13. Demonstrate an awareness of the responsibilities associated with balancing family, school and work.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8506100

COURSE TITLE: Alterationist POSTSECONDARY NUMBER: V200305

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

01.01 Identify employment opportunities in women's, men's, and children's alterations.
01.02 Identify qualifications and training requirements for the clothing alterationist.

02.0 RECOGNIZE COMPONENTS OF THE GARMENT INDUSTRY--The student will be able to:

02.01 Identify programs of the trade.
02.02 Identify labels, designers, manufacturers and stores.
02.03 Define fashion terminology.
02.04 Identify sources of trade information.

03.0 OPERATE AND MAINTAIN DOMESTIC SEWING MACHINES--The student will be able to:

03.01 Identify the parts and functions of domestic sewing machines.
03.02 Install needle and thread machine.
03.03 Select, use, and care for tools and equipment.
03.04 Demonstrate safety procedures.
03.05 Thread bobbin.
03.06 Adjust needle bar.
03.07 Remove and replace bobbin case.
03.08 Adjust bobbin winder.
03.09 Select stitch length and width.
03.10 Adjust and control foot pedal.
03.11 Adjust tension.
03.12 Clean and oil machine.
03.13 Operate domestic sewing machines.

04.0 IDENTIFY TEXTILE QUALITIES AND TYPES--The student will be able to:

04.01 Identify fiber characteristics.
04.02 Identify types of fabric construction.
04.03 Identify types of fabric finishes.
04.04 Identify types of textiles.
04.05 Identify laws and regulations governing the textile industry.

05.0 DEMONSTRATE GARMENT FITTING TECHNIQUES--The student will be able to:

05.01 Identify common ready-to-wear sizes.
05.02 Identify characteristics of a properly fitted garment.
05.03 Take accurate body measurements.
05.04 Prepare alteration tags.
05.05 Pin-fit garments to a customer.
05.06 Chalk and baste a garment to fit a customer.
05.07 Mark and even a hemline.

06.0 DEMONSTRATE COMMERCIAL SEWING SKILLS--The student will be able to:

06.01 Remove stitches and ready-made garments without damaging fabric.
06.02 Perform basic hand stitches to include backstitch, half-backstitch, catch stitch, fell stitch, and button stitch.
06.03 Select machine stitch, stitch length, tension, needle and thread for use with various fabrics.

06.04 Construct and finish seams.
06.05 Stitch and clip (if necessary) straight, curved, and open darts.
06.06 Apply or reapply interfacing.
06.07 Demonstrate special sewing techniques for a variety of fabrics.

07.0 DEMONSTRATE GARMENT ALTERATION--The student will be able to:

07.01 Lengthen and shorten hems in pants, skirts, or dresses,
07.02 Add flare or remove flare from pant legs.
07.03 Taper a skirt.
07.04 Convert tucks to gathers and add gathers.
07.05 Make casing and insert elastic in waistband.
07.06 Press altered areas.
07.07 Add or remove shoulder pads.
07.08 Lengthen and decrease pants crotch.
07.09 Increase and decrease waist size of pants, skirts, and dresses.
07.10 Correct skirts, dresses, and pants for high hip of swayback.
07.11 Remove and add cuffs to pants.
07.12 Widen and narrow cuffs.
07.13 Shorten and lengthen bodices.
07.14 Increase and decrease bust on bodices.
07.15 Narrow shoulder lines on a bodice.
07.16 Redistribute ease in sleeve cap.
07.17 Add and remove sleeve cuffs.
07.18 Lengthen and narrow cuffs on pants and sleeves.
07.19 Shorten wristlets on knitted sleeves.
07.20 Reshape trouser legs.
07.21 Taper men's shirts.
07.22 Miter hem corners, including seamed mitered corner and handwhipped miter.
07.23 Add and remove tucks, pleats, and darts.
07.24 Increase and decrease the width of pleats.
07.25 After closures and fasteners, such as: buttons, zippers, snaps, thread loops, and hooks and eyes.
07.26 Add, remove, lengthen, and shorten belt loops.
07.27 Lengthen and shorten belts.
07.28 Add and remove pockets.
07.29 Alter size of pocket.
07.30 Add trim to a garment.
07.31 Alter the width of a coat back.
07.32 Shorten the vent in a coat.
07.33 Shorten and lengthen a jacket, a coat, and linings.
07.34 Replace the lining in a coat.
07.35 Shorten and lengthen the sleeves of a jacket, a coat, and linings.
07.36 Alter the shape, slope, and length of the shoulder line of a coat or lining.
07.37 Decrease the width of lapels of a coat.
07.38 Alter the neckline of a garment, including adding a collar, shortening and lowering a collar, and raising and lowering the neckline.
07.39 Add gussets to a bodice.
07.40 Enlarge and decrease armholes on bodice.
07.41 Increase and decrease sleeve widths and linings.
07.42 Alter a dress armhole which is not fitting smoothly.
07.43 Shorten and lengthen plackets and flys.

08.0 DEMONSTRATE CLOTHING REPAIR--The student will be able to:

08.01 Reinforce seams and buttonholes.
08.02 Replace zippers in various types of garments.
08.03 Apply patches to holes on rips in knit or woven fabrics.
08.04 Turn cuffs.
08.05 Re-cover a buckle.
08.06 Repair frayed parts of garments, such as: cuffs, collars, and

seams.
08.07 Use hand stitches to repair rips or holes in knits or woven fabrics.
08.08 Use machine stitches to repair rips or holes in knits or woven fabrics.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth organizations.
09.03 Identify roles and responsibilities of members.
09.04 Work cooperatively and a group member to achieve organizational goals.
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.
09.07 Develop a personal growth project.

10.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

10.01 Define entrepreneurship.
10.02 Describe the importance of entrepreneurship to the American economy.
10.03 List the advantages and disadvantages of business ownership.
10.04 Identify the risks involved in ownership of a business.
10.05 Identify the necessary personal characteristics of a successful entrepreneur.
10.06 Identify the business skills needed to operate a small business efficiently and effectively.
10.07 Describe the responsibility of the employer to support the business and industry.

11.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN ALTERATIONS -- The student will be able to:

11.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
11.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
11.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupation tasks.
11.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
11.05 Demonstrate communication competencies necessary to perform the occupation tasks.
11.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

12.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

12.01 Conduct a job search.
12.02 Secure information about a job.
12.03 Identify documents that may be required when applying for a job.
12.04 Complete a job application form correctly.
12.05 Demonstrate competencies in job interview techniques.
12.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
12.07 Identify acceptable work habits.
12.08 Demonstrate knowledge of how to make job changes appropriately.
12.09 Demonstrate acceptable employee health habits.
12.10 Develop and write a resume.

12.11 Identify personal characteristics desired for working with people.

13.01 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK -- student will be able to:

13.01 Define realistic expectations and/or goals for balancing family, school and work.
13.02 Identify available resources that can support school, work and family.
13.03 Demonstrate networking with support systems, including family and community agencies.
13.04 Describe ways of reducing stress in dual role lifestyles.
13.05 Apply the decision making process to specific problem related to balancing family, school and work.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics COURSE CREDIT: 1

PROGRAM TITLE: Alterationist PROGRAM NUMBER: 8506100

COURSE TITLE: Alterationist 1 COURSE NUMBER: 8506110

COURSE DESCRIPTION: This course is designed to develop competencies in operation and maintenance of domestic sewing machines; identifying employment opportunities and components of the garment industry; identifying qualities and types of textiles; commercial garment construction; and altering and repairing garments.

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

01.01 Identify employment opportunities in women's, men's and children's alterations.
01.02 Identify qualifications and training requirements for the clothing alterationist.

02.0 RECOGNIZE COMPONENTS OF THE GARMENT INDUSTRY--The student will be able to:

02.01 Identify programs of the trade.
02.02 Identify labels, designers, manufacturers and store.
02.03 Define fashion terminology.
02.04 Identify sources of trade information.

03.0 OPERATE AND MAINTAIN DOMESTIC SEWING MACHINES--The student will be able to:

03.01 Identify the parts and functions of domestic sewing machines.
03.02 Install needle and thread machine.
03.03 Select, use, and care for tools and equipment.
03.04 Demonstrate safety procedures.
03.05 Thread bobbin.
03.06 Adjust needle bar.
03.07 Remove and replace bobbin case.
03.08 Adjust bobbin winder.
03.09 Select stitch length and width.
03.10 Adjust and control foot pedal.
03.11 Adjust tension
03.12 Clean and oil machine.
03.13 Operate domestic sewing machines.

04.0 IDENTIFY TEXTILE QUALITIES AND TYPES--The student will be able to:

04.01 Identify fiber characteristics.
04.02 Identify types of fabric construction.
04.03 Identify types of fabric finishes.
04.04 Identify types of textiles.
04.05 Identify laws and regulations governing the textile industry including labeling laws.

06.0 DEMONSTRATE COMMERCIAL SEWING SKILLS--The student will be able to:

06.01 Remove stitches from ready-made garments without damaging fabric.
06.02 Perform basic hand stitches to include backstitch, half-backstitch, catch stitch, fell stitch, and button stitch.
06.03 Select machine stitch, stitch length, tension, needle and thread for use with various fabrics.
06.04 Construct and finish seams.

06.05 Stitch and clip (if necessary) straight, curved, and open darts.
06.06 Apply or reapply interfacing.
06.07 Demonstrate special sewing techniques for variety of fabrics.

07.0 ALTER GARMENTS--The student will be able to:

07.01 Lengthen and shorten hems in pants, skirts, or dresses.
07.02 Add flare to and remove flare from pant legs.
07.03 Taper a skirt.
07.04 Convert tucks to gathers and add gathers.
07.05 Make casing and insert elastic waistband.
07.06 Press altered areas.

08.0 REPAIR CLOTHING--The student will be able to:

08.01 Reinforce seams and buttonholes.
08.02 Replace zipper in various types of garment.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth organizations.
09.03 Identify roles and responsibilities of members.
09.04 Work cooperatively as a group member to achieve organizational goals.
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.
09.07 Develop a personal growth project.

13.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK -- The student will be able to:

13.01 Define realistic expectations and/or goals for balancing family, school and work.
13.02 Identify available resources that can support school, work and family.
13.03 Demonstrate networking with support systems, including family and community agencies.
13.04 Describe ways of reducing stress in dual role lifestyles.
13.05 Apply the decision making process to specific problem related to balancing family, school and work.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July 1993

PROGRAM AREA: Home Economics COURSE CREDIT: 1

PROGRAM TITLE: Alterationist PROGRAM NUMBER: 8506100

COURSE TITLE: Alterationist 2 COURSE NUMBER: 8506120

COURSE DESCRIPTION: This course is designed to develop competencies in fitting, altering, and repairing garments.

05.0 DEMONSTRATE GARMENT FITTING AND TECHNIQUES--The student will be able to:

05.01 Identify common ready-to-wear sizes.
05.02 Identify characteristics of a properly fitted garment.
05.03 Take accurate body measurements.
05.04 Prepare alteration tags.
05.05 Pin-fit garments to a customer.
05.06 Chalk and baste a garment to fit a customer.
05.07 Mark and even a hemline.

07.0 DEMONSTRATE GARMENT ALTERATION -- The student will be able to:

07.07 Add or remove shoulder pads.
07.08 Lengthen and decrease pants crotch.
07.09 Increase and decrease waist size of pants, skirts, and dresses.
07.10 Correct skirts, dresses, and pants for high hip or swayback.
07.11 Remove and add cuffs to pants.
07.12 Widen and narrow cuffs.
07.13 Shorten and lengthen bodices.
07.14 Increase and decrease bust on bodices.
07.15 Narrow shoulder lines on a bodice.
07.16 Redistribute ease in sleeve cap.
07.17 Add and remove sleeve cuffs.
07.18 Lengthen and narrow cuffs on pants and sleeves.
07.19 Shorten wristletts on knitted sleeves.
07.20 Reshape trouser legs.
07.21 Taper men's shirts.
07.22 Miter hem corners, including seamed mitered corner and hand whipped miter.
07.23 Add and remove tucks, pleats, and darts.
07.24 Increase and decrease the width of pleats.
07.25 Alter closures and fasteners, such as: buttons, zippers, snaps, thread loops, and hooks and eyes.
07.26 Add, remove, lengthen, and shorten belt loops.
07.27 Lengthen and shorten belts.
07.28 Add and remove pockets.
07.29 Alter size of pocket.
07.30 Add trim to a garment.

08.0 DEMONSTRATE CLOTHING REPAIR--The student will be able to:

08.03 Apply patches to holes or rips in knit or woven fabrics.
08.04 Turn cuffs.
08.05 Re-cover a buckle.
08.06 Repair frayed parts of garments, such as: cuffs, collars, and seams.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth organizations.

09.03 Identify roles and responsibilities of members.
09.04 Work cooperatively as a group member to achieve organizational goals.
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.
09.07 Develop a personal growth project.

10.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

10.01 Conduct a job search.
10.02 Secure information about a job.
10.03 Identify documents that may be required when applying for a job.
10.04 Complete a job application form correctly.
10.05 Demonstrate competencies in job interview techniques.
10.06 Identify or demonstrate appropriate responses to criticism.
10.07 Identify acceptable work habits.
10.08 Demonstrate knowledge of how to make job changes appropriately.
10.09 Demonstrate acceptable employee health habits.
10.10 Develop and write a resume.
10.11 Identify personal characteristics desired for working with people.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics COURSE CREDIT: 1

PROGRAM TITLE: Alterationist PROGRAM NUMBER: 8506100

COURSE TITLE: Alterationist 3 COURSE NUMBER: 8506130

COURSE DESCRIPTION: This course is designed to develop competencies in advanced fitting, altering, and repairing garments.

07.0 DEMONSTRATE GARMENT ALTERATION--The student will be able to:

07.31 Alter the width of a coat back.
07.32 Shorten the vent in a coat.
07.33 Shorten and lengthen a jacket, a coat, and linings.
07.34 Replace the lining in a coat.
07.35 Shorten and lengthen the sleeves of a jacket, a coat and linings.
07.36 Alter the shape, slope, and length of the shoulder line of a coat or lining.
07.37 Decrease the width of lapels of a coat.
07.38 Alter the neckline of a garment, including adding a collar.
07.39 Add gussets to a bodice.
07.40 Enlarge and decrease armholes on bodice.
07.41 Increase and decrease sleeve widths and linings.
07.42 Alter a dress armhole which is not fitting smoothly.
07.43 Shorten and lengthen plackets and flys.

08. DEMONSTRATE CLOTHING REPAIR -- The student will be able to:

08.07 Use hand stitches to repair rips or holes in knits or woven fabrics.
08.08 Use machine stitches to repair rips or holes in knits or woven fabrics.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth organizations.
09.03 Identify roles and responsibilities of members.
09.04 Work cooperatively as a group member to achieve organizational goals.
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.
09.07 Develop a personal growth project.

10.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

10.01 Define entrepreneurship.
10.02 Describe the importance of entrepreneurship to the American economy.
10.03 List the advantages and disadvantages of business ownership.
10.04 Identify the risks involved in ownership of a business.
10.05 Identify the necessary personal characteristics of a successful entrepreneur.
10.06 Identify the business skills needed to operate a small business efficiently and effectively.

11.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN ALTERATIONS--The student will be able to:

11.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
11.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
11.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupation tasks.
11.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
11.05 Demonstrate communication competencies necessary to perform the occupation tasks.
11.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Apparel Design for Industry

CODE NUMBER: Secondary ______________ Postsecondary V200301

Florida CIP 0420.030100

SECONDARY SCHOOL CREDITS ___ COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ____7-9 ____9-12 X Postsecondary Adult Vocational

____ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE:

VOC HME EC @2 @4
APPRL MFG @7 G
GEN HME EC @4
HOMEMAKING @2 @7 G
HOME EC OCC @ 7 G
TAILORING @7 G
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as sample makers (50144050), clothes designers, pattern makers, sample stitchers, pattern graders, or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, employability skills; supplies, tools, equipment; fundamentals of fashions design; sample garment making; checking appropriate fit; commercial pattern production techniques; principles of design; interpretation of creative pattern design; flat pattern drafting, grading, and fashion trends. Special emphasis is placed on creative experimentation with combination of lines, colors and texture. Instruction related to rules, regulations, and legislation is included as applicable to the apparel industry.

Clothing programs at the secondary and post secondary levels now require completion of a core. The core for this program is Apparel Production, (secondary level: 8506200; postsecondary level: V200304)

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of power sewing machines, including hemmer, straight stitch, serger, buttonhole/tacker; grading machines and hand tools.

III. SPECIAL NOTE: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

In order for this program/course to be transferable between institutions, it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additinoal credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is 450 hours.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify employment opportunities.
02. Demonstrate employability skills.
03. Select, use, and care for drafting and sewing tools, equipment, supplies.
04. Select, design and draft patterns.
05. Select fabric type and design for drafted patterns, and present the constructed garment.
06. Produce and grade the production pattern.
07. Demonstrate an understanding of entrepreneurship.
08. Demonstrate an understanding of balancing family, school and work.
09. Demonstrate an awareness of the responsibilities associated with balancing family, school and work.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics
SECONDARY NUMBER: ________

COURSE TITLE: Apparel Design for Industry
POSTSECONDARY NUMBER: V2003010

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

01.01 Identify sources of employment information.
01.02 Identify job and career opportunities in the garment industry.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

02.01 Conduct a job search.
02.02 Secure information about a job.
02.03 Identify documents that may be required when applying for a job.
02.04 Complete a job application form correctly.
02.05 Demonstrate competence in job interview techniques.
02.06 Identify or demonstrate appropriate responses to criticism fromemployer, supervisor, or other persons.
02.07 Identify acceptable work habits.
02.08 Demonstrate knowledge of how to make job changes appropriately.
02.09 Demonstrate acceptable employee health habits.
02.10 Develop or write a resume.
02.11 Identify personal characteristics desired for working with people.

03.0 SELECT, USE, AND CARE FOR DRAFTING AND SEWING TOOLS, EQUIPMENT, AND SUPPLIES--The student will be able to:

03.01 Select, use and care for appropriate tools and supplies, to include: T-square, metal yardstick, tape measures, cutting tools, markers, and pattern making papers.
03.02 Select, use and care for appropriate equipment, to include: commercial sewing machines, grading machine, drafting equipment, draping form, and other high tech equipment.

04.0 SELECT, DESIGN, AND DRAFT PATTERNS--The student will be able to:

04.01 Define trade terminology.
04.02 Describe fashion trends.
04.03 Identify standard government measurements used in the designing process.
04.04 identify and adapt standard measurements to company meaurements.
04.05 Demonstrate pattern drafting techniques, including: arcs, curves, joints, corners, and squaring rectangles, for dresses, pants, bathing suits, coats, suits capes, etc.
04.06 Recheck pattern draft against all major measurements and adjust.

05.0 SELECT FABRIC TYPE AND DESIGN FOR DRAFTED PATTERNS, AND PRESENT THE CONSTRUCTED GARMENT--The student will be able to:

05.01 Identify various fabric.
05.02 Apply principles of design to a variety of fabrics, coordinating texture, color, line, and design.
05.03 Lay out and cut a sample garment.
05.04 Construct sample garment using production techniques.
05.05 Check the constructed garment for fit and design.
05.06 Demonstrate pressing techniques.

06.0 PRODUCE AND GRADE THE PRODUCTION PATTERN: The student will be able to:

06.01 Correct the design of a garment.
06.02 Correct the drafted pattern for the garment.
6.03 Check grain line, notches, and seam allowance.
06.04 Reproduce paper pattern with style number and size.
06.05 Label pattern with style number and size.
06.06 Grade size range according to specifications.

07.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP --The student will be able to:

07.01 Define entrepreneurship.
07.02 Describe the importance of entrepreneurship to the American economy.
07.03 List the advantages and disadvantages of business ownership.
07.04 Identify the risks involved in ownership of a business.
07.05 Identify the necessary personal characteristics of a successful entrepreneur.
07.06 Identify the business skills needed to operate a small business efficiently and effectively.

08.0 DEMONSTRATE AN UNDERSTANDING OF BALANCING FAMILY, SCHOOL AND WORK -- The student will be able to:

08.01 Define realistic expectations and/or goals for balancing family, school and work.
08.02 Identify available resources that can support school, work and family.
08.03 Demonstrate networking with support systems, including family and community agencies.
08.04 Describe ways of reducing stress in dual role lifestyles.
08.05 Apply the decision making process to specific problem related to balancing family, school and work.

09.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK -- The student will be able to:

09.01 Define realistic expectations and/or goals for balancing family, school and work.
09.0 Identify available resources that can support school, work and family.
09.03 Demonstrate networking with support systems, including family and community agencies.
09.04 Describe ways of reducing stress in dual role lifestyles.
09.05 Apply the decision making process to specific problem related to balancing family, school and work.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Apparel Production

CODE NUMBER: Secondary 8506000 (CORE) Postsecondary V200311

Florida CIP 0420.030101

SECONDARY SCHOOL CREDITS 3 COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): _____ 7-9 X 9-12 X Postsecondary Adult Vocational

_____ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE:

9-12	30-31
VOC HME EC@4	HOME EC OCC @7 G
TAILORING ¢ 7	APPRL MGF @ 7 G
HOMEMAKING @2 ¢ 7	TAILORING @7 G
GEN HME EC @4	HOMEMAKING @2 @7 G
HOME EC OCC ¢ 7	GEN HMK @4
APPRL MFG ¢ 7	VOC HME EC @4
HOME EC 1 @ 2	HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to provide training on domestic and commercial sewing equipment to prepare students for employment as sewing machine operators (9271703) or to provide supplemental training for persons previously or currently employed in the garment making or apparel production industry.

The content includes, but is not limited to, stitching fabric on sewing equipment, garment construction techniques, use and care of equipment and tools, employability skills, leadership and organizational skills, identification of entrepreneurship skills, and balancing family, school and work.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current high-tech practices in the apparel industry. Activities provide instruction in garment construction techniques; the competencies may be achieved through the completion of garment(s) mini-projects or samples.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station that reflects equipment, skills, and tasks which are relevant to the occupation the student has chosen as a career goal.

It is recommended that students who select this program take Apparel Production 1 prior to Apparel Production 2.

Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System Discipline Committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcipt in accordance with Section 230.643 F.S.

The typical length for the average achieving student is 450 hours.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify career and job opportunities.
02. Operate and maintain the straight stitch and serger, hemmer, button holer/tacker, power sewing machines and other specialized high tech machines
03. Demonstrate skill in construction techniques.
04. Use and care for tools, equipment, and supplies.
05. Identify textile qualities and types.
06. Demonstrate employability skills.
07. Demonstrate leadership and organizational skills.
08. Demonstrate an understanding of entrepreneurship.
09. Demonstrate appropriate basic skills essential to working in apparel production.
10. Demonstrate an awareness of the responsibilities associated with balancing family, school and work.

STUDENT PERFORMANCE STANDARDS | EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics | SECONDARY NUMBER: 8506000

COURSE TITLE: Apparel Production | POSTSECONDARY NUMBER: V200311

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel production occupations.
01.04 Identify duties and responsibilities in apparel production occupations.
01.05 Identify ways to achieve job advancement in the garment industry.
01.06 Identify career options in garment making, such as entrepreneurship.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 OPERATE AND MAINTAIN THE STRAIGHT STITCH AND SERGER HEMMER, BUTTON HOLER/TACKER AND POWER SEWING MACHINES AND OTHER SPECIALIZED HIGH TECH MACHINES--The student will be able to:

02.01 Demonstrate speed and efficiency on machines including the straight stitcher, serger, hemmer, and buttonholer/tacker
02.02 Identify the parts and functions of straight stitch and serger sewing machines.
02.03 Define construction terminology.
02.04 Demonstrate needle installation and threading.
02.05 Demonstrate care of tools and equipment.
02.06 Demonstrate safety procedures.
02.07 Demonstrate bobbin threading.
02.08 Demonstrate bobbin case replacement.
02.09 Demonstrate bobbin winder adjustment.
02.10 Demonstrate needle bar adjustment.
02.11 Demonstrate foot pedal adjustment.
02.12 Demonstrate tension adjustment.
02.13 Demonstrate knee lift adjustment.
02.14 Demonstrate chair adjustment.
02.15 Demonstrate measuring with a gauge(s).
02.16 Demonstrate cleaning and oiling machines.
02.17 Demonstrate throat plate removal.
02.18 Demonstrate feet installation.
02.19 Demonstrate belt adjustment and replacement.
02.20 Demonstrate light bulb(s) replacement.
02.21 Demonstrate fuses replacement.
02.22 Demonstrate stitch width and length selection.

03.0 DEMONSTRATE SKILL IN CONSTRUCTION TECHNIQUES--The student will be able to:

03.01 Interpret verbal, written and visual directions.
03.02 Differentiate among the kinds of textiles.
03.03 Identify and match garment pieces using markings.
03.04 Demonstrate a straight and a curved seam.
03.05 Demonstrate easing and gathering fullness into a seam.
03.06 Demonstrate darts.
03.07 Apply non-fusible and fusible interfacing.
03.08 Demonstrate pressing techniques.
03.09 Demonstrate various stitches.
03.10 Demonstrate matching thread with fabric.
03.11 Apply shaped facings.
03.12 Apply zippers.

03.13 Demonstrate understitching.
03.14 Demonstrate casing and elastic installation.
03.15 Apply stay strip.
03.16 Apply waistbands and cuffs.
03.17 Apply buttonholes and pockets.
03.18 Apply attach collars.
03.19 Apply set-in sleeves.
03.20 Demonstrate hand and machine hemming.
03.21 Demonstrate hand turning of a strap or tie.
03.22 Demonstrate assembly line techniques.
03.23 Demonstrate the creative re-use of garments and textiles.

04.0 USE AND CARE OF TOOLS, EQUIPMENT AND SUPPLIES -- The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary, cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tools.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE QUALITIES AND TYPES -- The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

06.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

06.01 Conduct a job search.
06.02 Secure information about a job.
06.03 Identify documents that may be required when applying for a job.
06.04 Complete a job application form correctly.
06.05 Demonstrate competence in job interview techniques.
06.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
06.07 Identify acceptable work habits.
06.08 Demonstrate knowledge of how to make job changes appropriately.
06.09 Demonstrate acceptable employee health habits.
06.10 Demonstrate customer relations skills.
06.11 Develop a written resume.

07.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to;

07.01 Identify professional and youth organizations.
07.02 Identify purposes and functions of professional and youth organizations.
07.03 Identify roles and responsibilities of members.
07.04 Demonstrate cooperation as a group member in achieving organizational goals.
07.05 Demonstrate confidence in leadership roles and organizational responsibilities.

08.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

08.01 Define entrepreneurship.
08.02 Describe the importance of entrepreneurship to the American economy.

08.03 List the advantages and disadvantages of business ownership.
08.04 Identify the risks involved in ownership of a business.
08.05 Identify the necessary personal characteristics of a successful entrepreneur.
08.06 Identify the business skills needed to operate a small business efficiently and effectively.
08.07 Describe the responsibility of an employee to support the business or industry.

09.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN APPAREL PRODUCTION --The student will be able to:

09.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
09.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
09.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.
09.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
09.05 Demonstrate communication competencies necessary to perform the occupation tasks.
09.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

10.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING SCHOOL, WORK AND FAMILY -- The student will be able to:

10.01 Define realistic expectations and/or goals for balancing school, work and family.
10.02 Identify available resources that can support school, work and family decisions.
10.03 Demonstrate networking with support systems, including family and community agencies.
10.04 Describe ways of reducing stress in dual role lifestyles.
10.05 Apply the decision making process to a specific problem related to balancing school, work and family.

STUDENT PERFORMANCE STANDARDS		EFFECTIVE DATE:	July, 1993
PROGRAM AREA:	Home Economics	COURSE CREDIT:	1
PROGRAM TITLE:	Apparel Production	PROGRAM NUMBER:	8506000
COURSE TITLE:	Apparel Production 1	COURSE NUMBER:	8506010

COURSE DESCRIPTION: This course is designed to develop competencies in operation and maintenance of straight stitch and serger power sewing machines; onstruction techniques for commercial garment making; use and care of tools, equipment, and supplies, employability skills; and leadership and organizational skills.

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

1.01 Identify occupation in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel production occupations.
01.04 Identify duties and responsibilities in apparel production occupations.

02.0 OPERATE AND MAINTAIN THE STRAIGHT STITCH AND SERGER HEMMER, BUTTON HOLER/TACKER , POWER SEWING MACHINES AND OTHER SPECIALIZED HIGH TECH MACHINES--The student will be able to:

02.02 Identify the parts and functions of the straight stitch and serger sewing machines.
02.03 Define construction terminology.
02.04 Demonstrate needle installation and threading.
02.05 Demonstrate care of tools and equipment.
02.06 Demonstrate safety procedures.
02.07 Demonstrate bobbin threading.
02.08 Demonstrate bobbin case replacement.
02.09 Demonstrate bobbin winder adjustment.
02.10 Demonstrate needle bar adjustment.
02.11 Demonstrate foot pedal adjustment.
02.12 Demonstrate tension adjustment.
02.13 Demonstrate knee left adjustment.
02.14 Demonstrate chair adjustment.
02.15 Demonstrate measuring with a gauge(s).
02.16 Demonstrate cleaning & oiling machines.
02.17 Demonstrate throat plate removal and cleaning.
02.18 Demonstrate feet installation.
02.19 Demonstrate belt selection and replacement.
02.20 Demonstrate light bulb(s) replacement.
02.21 Demonstrate fuse replacement.
02.22 Demonstrate stitch width and length selection.

03.0 DEMONSTRATE SKILL IN CONSTRUCTION TECHNIQUES--The student will be able to:
03.01 Interpret verbal, written and visual directions.
03.03 Identify and match garment pieces using markings.
03.04 Demonstrate a straight and a curved seam.
03.05 Demonstrate easing and gathering fullness into a seam.
03.06 Demonstrate darts.
03.08 Demonstrate pressing techniques.
03.10 Demonstrate matching thread with fabric.
03.16 Demonstrate waistbands and cuffs.
03.17 Demonstrate buttonholder and pockets.
03.18 Demonstrate collar application.
03.19 Apply set-in sleeves.
03.20 Demonstrate hand and machine hemming.
03.22 Demonstrate assembly line techniques.

04.0 DEMONSTRATE USE AND CARE OF TOOLS, EQUIPMENT AND SUPPLIES--The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tool.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE QUALITIES AND TYPES -- The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

06.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

06.01 Collect information about a job by doing a job search.
06.02 Identify documents that may be required when applying for a job.
06.03 Complete a job application form correctly.
06.04 Develop a written resume.

07.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

07.01 Identify professional and youth organizations.
07.02 Identify purposes and functions of professional and youth organizations.
07.03 Identify roles and responsibilities of members.
07.04 Work cooperatively as a group member to achieve organizational goals.
07.05 Demonstrate confidence in leadership roles and organizational responsibilities.

08.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

08.01 Define entrepreneurship.
08.02 Describe the importance of entrepreneurship to the American economy.
08.03 List the advantages and disadvantages of business ownership.
08.04 Identify the risks involved in ownership of a business.
08.05 Identify the necessary personal characteristics of a successful entrepreneur.
08.06 Identify the business skills needed to operate a small business efficiently and effectively.
08.07 Describe the responsibility of an employee to support the business or industry.

09.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN APPAREL PRODUCTION --The student will be able to:

09.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
09.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
09.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.

10.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK -- The student will be able to:

10.01 Define realistic expectations and/or goals for balancing family, school and work.
10.02 Identify available resources that can support family, school and work decisions.
10.03 Demonstrate networking with support systems, including family and community agencies.
10.04 Describe ways of reducing stress in dual role lifestyles.
10.05 Apply the decision making process to a specific problem related to balancing family, school and work.
necessary to perform the occupation tasks.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993
PROGRAM AREA: Home Economics COURSE CREDIT: 1
PROGRAM TITLE: Apparel Production PROGRAM NUMBER: 8506000
COURSE TITLE: Apparel Production 2 COURSE NUMBER: 8506020

COURSE DESCRIPTION: This course will be able to develop competencies in operation and maintenance of hemmer and buttonhole/tacker power sewing machines; construction techniques for commercial garment making; use and care of tools, equipment, and supplies, employability skill; and identification of entrepreneurship skills.

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:
01.05 Identify ways to achieve job advancement in the garment industry.
01.06 Identify career options in garment making, such as entrepreneurship.

02.0 OPERATE AND MAINTAIN THE STRAIGHT STITCH AND SERGER HEMMER, BUTTON HOLDER/TACKER AND POWER SEWING MACHINES--The student will be able to:

02.01 Demonstrate speed and efficiency on machines including the straight stitcher, serger, hemmer, and buttonholder/tacker
02.02 Identify the parts and functions of the straight stitch or serger, hemmer, button holder/tacker.

03.0 DEMONSTRATE SKILL IN CONSTRUCTION TECHNIQUES--The student will be able to:
03.02 Differentiate among the kinds of textiles.
03.07 Apply non-fusible and fusible interfacing.
03.09 Demonstrate various stitches.
03.13 Demonstrate understitching.
03.14 Demonstrate casing and elastic installation.
03.15 Apply stay strip.
03.21 Demonstrate hand turning of a strap or tie.
03.22 Demonstrate assembly line techniques.

04.0 USE AND CARE OF TOOLS, EQUIPMENT AND SUPPLIES -- The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary, cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tools.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE QUALITIES AND TYPES -- The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

06.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

06.05 Demonstrate competence in job interview techniques.
06.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
06.07 Identify acceptable work habits.
06.08 Demonstrate knowledge of how to make job changes appropriately.

06.09 Demonstrate acceptable employee health habits.
06.10 Demonstrate customer relations skills.
06.11 Develop a written resume.

07.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:
07.01 Identify professional and youth organizations.
07.02 Identify purposes and functions of professional and youth organizations.
07.03 Identify roles and responsibilities of members.
07.04 Demonstrate cooperation as a group member in achieving organizational goals.
07.05 Demonstrate confidence in leadership roles and organizational responsibilities.

08.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

08.01 Define entrepreneurship.
08.02 Describe the importance of entrepreneurship to the American economy.
08.03 List the advantages and disadvantages of business ownership.
08.04 Identify the risks involved in ownership of a business.
08.05 Identify the necessary personal characteristics of a successful entrepreneur.
08.06 Identify the business skills needed to operate a small business efficiently and effectively.
08.07 Describe the responsibility of an employee to support the business or industry.

09.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

09.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
09.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
09.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.
09.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
09.05 Demonstrate communication competencies necessary to perform the occupation tasks.
09.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

10.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK--The student will be able to:

10.01 Define realistic expectations and/or goals for balancing family, school and work.
10.02 Identify available resources that can support family, school and work decisions.
09.03 Demonstrate networking with support systems, including family and community agencies.
10.04 Describe ways of reducing stress in dual role lifestyles.
10.05 Apply the decision making process to a specific problem related to balancing family, school and work.

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STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics COURSE CREDIT: 1

PROGRAM TITLE: Apparel Production PROGRAM NUMBER: 8506000

COURSE TITLE: Apparel Production 3 COURSE NUMBER: 8506030

This course is designed to provide instruction in clothing production and services and includes: knowledge of textiles; equipment and tool use; construction techniques; and leadership and organizational skills.

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel production occupations.
01.04 Identify duties and responsibilities in apparel production occupations.
01.05 Identify ways to achieve job advancement in the garment industry.
01.06 Identify career options in garment making, such as entrepreneurship.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 OPERATE AND MAINTAIN THE STRAIGHT STITCH AND SERGER HEMMER, BUTTON HOLDER/TACKER AND POWER SEWING MACHINES--The student will be able to:

02.01 Demonstrate speed and efficiency on machine including the straight stitcher, serger, hemmer and button holder/tacker.

03.0 DEMONSTRATE SKILL IN CONSTRUCTION TECHNIQUES--The student will be able to:

03.22 Demonstrate assembly line techniques.

04.0 USE AND CARE FOR TOOLS, EQUIPMENT, AND SUPPLIES--The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tools.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE QUALITIES AND TYPES -- The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

06.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:
06.01 Conduct a job search.
06.02 Secure information about a job.
06.03 Identify documents that may be required when applying for a job.
06.04 Complete a job application form correctly.
06.05 Demonstrate competence in job interview techniques.
06.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.

06.07 Identify acceptable work habits.
06.08 Demonstrate knowledge of how to make job changes appropriately.
06.09 Demonstrate acceptable employee health habits.
06.10 Demonstrate customer relations skills.
06.11 Develop a written resume.

07.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

07.01 Identify professional and youth organizations.
07.02 Identify purposes and functions of professional and youth organizations.
07.03 Identify roles and responsibilities of members.
07.04 Demonstrate cooperation as a group member in achieving organizational goals.
07.05 Demonstrate confidence in leadership roles and organizational responsibilities.

08.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

08.01 Define entrepreneurship.
08.02 Describe the importance of entrepreneurship to the American economy.
08.03 List the advantages and disadvantages of business ownership.
08.04 Identify the risks involved in ownership of a business.
08.05 Identify the necessary personal characteristics of a successful entrepreneur.
08.06 Identify the business skills needed to operate a small business efficiently and effectively.
08.07 Describe the responsibility of an employee to support the business or industry.

09.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

09.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
09.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
09.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.
09.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
09.05 Demonstrate communication competencies necessary to perform the occupation tasks.
08.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

10.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK--The student will be able to:

10.01 Define realistic expectations and/or goals for balancing family, school and work.
10.02 Identify available resources that can support family, school and work decisions.
10.03 Demonstrate networking with support systems, including family and community agencies.
10.04 Describe ways of reducing stress in dual role lifestyles.
10.05 Apply the decision making process to a specific problem related to balancing family, school and work.

CURRICULUM FRAMEWORK　　　　PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION　　　　EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Care of Disabled Children

CODE NUMBER: Secondary ____ Postsecondary V200245

Florida CIP 0420.020504

SECONDARY SCHOOL CREDITS ____ COLLEGE CREDITS ____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ___7-9 ___9-12 Postsecondary Adult X Vocational

____Postsecondary Vocational ____Other 30,31

CERTIFICATION COVERAGE:
VOC HOME EC @4
E CHILD ED @ O
GEN HOME EC @4
PRIMARY ED B
HOMEMAKING @2 @7 G
HOME EC 1 @ 2
HOME EC OCC @7 G
PRESCH ED A

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to prepare students for employment with children with handicaps. As child care workers (70081602), attendants, children's institutions (359.677-010), Family Day Care Home Operator or to provide supplemental training for persons previously employed in these occupations.

The content includes but is not limited to, recognition of disabling conditions in young children; how disabling conditions affect growth and development of young children; resources needed to care for children with disabling conditions; special considerations for a family of a child with disabling conditions; ways children with disabling conditions communicate; providing a developmentally appropriate environment; techniques needed to care for children with disabling conditions; caregiving skills related to the universal infection control system; and professional responsibilities.

II. LABORATORY ACTIVITIES: Instructional and learning activities are provided in a laboratory setting using hands-on experiences with tools and materials appropriate to the program content and in accordance with current practices in the occupations. Activities provide instruction in the use of manipulative toys, expandable equipment, housekeeping and dramatic play equipment, food preparation equipment, laundry equipment, and personal computers. Observation and supervised work experience with young children in a school laboratory and/or an approved community laboratory situation is an integral part of this program.

III. SPECIAL NOTE: The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, environment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

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The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

Child Care Assisting is recommended as a prerequisite. This program is the core curriculum for the Child Care Supervision, Infant Toddler Care and the Child Care Center Operator/Director programs.

The typical length of this program for the average achieving student is 150 hours.

The concern for balancing work and family responsibilities is addressed as an employability skill.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

IV. INTENDED OUTCOMES: After successfully completing this course the student will be able to:

01. Recognize disabling conditions which affect young children.
02. Describe how disabling conditions affect the growth and development of young children.
03. Identify resources needed to care for children with disabling conditions.
04. Demonstrate awareness of special considerations for the family of a child with disabling conditions.
05. Describe the way children with disabling conditions communicate.
06. Identify and provide for developmentally appropriate caregiving environment.
07. Demonstrate techniques needed to care for children with disabling conditions.
08. Demonstrate caregiving skills related to the universal infection control system.
09. Demonstrate professional responsibilities.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1992

PROGRAM AREA: Home Economics

COURSE TITLE: Care of Disabled Children

POSTSECONDARY NUMBER: V200245

01.0 RECOGNIZE DISABLING CONDITIONS WHICH AFFECT YOUNG CHILDREN: -- The student will be able to:

01.01 Define terminology used with children with disabling conditions.
01.02 Discuss conditions that put a child at risk.
01.03 Discuss the need of early intervention.
01.04 Define mainstreaming.

02.0 DESCRIBE HOW DISABLING CONDITIONS AFFECT THE GROWTH AND DEVELOPMENT OF YOUNG CHILDREN -- The student will be able to:

02.01 Review normal child growth and development.
02.02 Describe how disabling conditions affect a child's physical growth and development.
02.03 Describe how disabling conditions affect a child's social-emotional development.
02.04 Describe how disabling conditions affect a child's intellectual development.

03.0 IDENTIFY RESOURCES NEEDED TO CARE FOR CHILDREN WITH DISABLING CONDITIONS -- The student will be able to:

03.01 Identify community resources needed when working with children with disabling conditions.
03.02 Identify the members of the team that provide services to children with disabling conditions and their families.
03.03 Describe procedures for referring a child for further evaluation.

04.0 DEMONSTRATE AWARENESS OF SPECIAL CONSIDERATIONS FOR A FAMILY OF A CHILD WITH DISABLING CONDITIONS -- A student will be able to:

04.01 Identify family configurations.
04.02 Discuss the implications of family configurations on children with disabling conditions.
04.03 Identify factors that affect a family with a child of disabling conditions.
04.04 Identify potential abuse factors.
04.05 Demonstrate ways of coping with stress.
04.06 Identify resources for children and their families.
04.07 Discuss the consequences of bonding and attachment.

05.0 DESCRIBE THE WAY CHILDREN WITH DISABLING CONDITIONSCOMMUNICATE -- A student will be able to:

05.01 Define communication and language.
05.02 Discuss stages of communication in young children.
05.03 Identify the indications of abnormal language development.
05.04 Describe the relationship of sensory integrating to communication.

06.0 IDENTIFY AND PROVIDE FOR A DEVELOPMENTALLY APPROPRIATE CAREGIVING ENVIRONMENT -- The student will be able to:

06.01 Identify safe, healthy, and developmentally appropriate supplies, materials, and equipment.
06.02 Assist in providing safe, healthy, and developmentally appropriate environments within the caregiving setting.

CURRICULUM FRAMEWORK
PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION
EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Child Care Assisting
(CORE)

CODE NUMBER: Secondary 8503000 Postsecondary V200201

Florida CIP 0420.020200

SECONDARY SCHOOL CREDITS 3 COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): _____7-9 X 9-12 X Postsecondary Adult Vocational

______ Postsecondary Vocational X Other 9-12, 30, 31

CERTIFICATION COVERAGE:

9-12:
HOMEMAKING @2 ¢ 7
HOME EC OCC ¢ 7
PRESCH ED A
GEN HME EC @4
VOC HME EC @4
PRIMARY ED B
E CHILD ED @0
HOME EC 1 @ 2

30-31:
HOME EC OCC @7 G
GEN HME EC @4
VOC HME EC @4
PRIMARY ED B
HOMEMAKING @2 @7 G
E CHILD ED @0
HOME EC 1 @ 2
PESCH ED A

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as child care attendants (70091701), child care aides (70081602), child care workers (68038444), attendants, children's institutions (359.677-010), nursery school attendants (359.677-018), child care attendants, school (355.674-010), or playroom attendants (359.677-026), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, conducting activities which promote physical, intellectual, emotional and social growth and development of children; clean and healthy environment; nutrition, health and safety; child abuse and neglect; rules and regulations which govern child care; interpersonal relations and balancing work and family. Programs prepare individuals as child care aides to assist in the responsibilities for caring and guiding the development of young children, to work under the direction of child care teachers or operators/directors.

This program is the core curriculum for all Child Care programs at the secondary and postsecondary adult levels. It is recommended that students take Child Care Assisting 1 prior to Child Care Assisting 2.

This program meets the 30-hour HRS Child Care Training requirements.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment and materials appropriate to the program content and in accordance with high quality standards in the field. Activities provide instruction in the use of manipulative equipment; creative art and woodworking supplies; music and science equipment, dramatic play, outdoor playground equipment and laundry equipment. Observation and supervised work experience with young children in a school laboratory or a community laboratory setting is an integral part of this program.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for vocational skills for the secondary students. A local vocational student association for postsecondary students is an appropriate organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of the instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupations which the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is 450 hours.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S. Child Care Programs at the secondary and the postsecondary levels now require completion of a core.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify career and job opportunities.
02. Demonstrate various observation and recording methods.
03. Maintain a safe, clean and health learning environment.
04. Identify principles of child development.
05. Assist with physical development activities.
06. Assist with intellectual development activities.
07. Assist with individual and group activities which foster social and emotional development.
08. Assist with the food service program.

09. Use appropriate methods of guidance and discipline.
10. Utilize effective strategies to conduct positive communication with parents, children and staff.
11. Identify rules and regulations which governs child care.
12. Identify and report child abuse and neglect in accordance with state regulations.
13. Maintain professionalism.
14. Demonstrate employability skills.
15. Demonstrate leadership and organizational skills.
16. Demonstrate an understanding of entrepreneurship.
17. Demonstrate appropriate basic skills essential to working in Child Care Assisting.
18. Demonstrate an awareness of the responsibilities associated with balancing family, school and work.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics

SECONDARY NUMBER: 8503000

COURSE TITLE: Child Care Assisting POSTSECONDARY NUMBER: V200201

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify child care services jobs.
01.02 Identify resources for a job search.
01.03 Identify career options in the industry such as entrepreneurship and francise ownership.

02.0 DEMONSTRATE VARIOUS OBSERVATIONS AND RECORDING METHODS--The student will be able to:

02.01 Observe, record and report children's behavior on observation forms.
02.02 Identify the importance of confidentiality of child/family records.

03.0 MAINTAIN A SAFE, CLEAN AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

03.01 Assist children with personal hygiene.
03.02 Identify characteristics of a healthy environment.
03.03 Identify potential fire and safety hazards in a child care facility.
03.04 Identify safety and sanitation features in a child care facility.
03.05 Maintain a checklist for evaluating safety and sanitation features.
03.06 Demonstrate accident prevention.
03.07 Complete certification for an approved First Aid Course.
03.08 Demonstrate evacuation procedures.
03.09 Identify fire regulations.
03.10 Identify characteristics of a healthy child.
03.11 Recognize symptoms of childhood illnesses.
03.12 Demonstrate communicable illness control in group settings.
03.13 Identify the need for immunization.
03.14 Care for sick or injured children.
03.15 Demonstrate housekeeping skills.
03.16 Identify maintenance and repair needs for equipment, tools, facilities and toys.
03.17 Assist parent (guardian) to complete medication permission form.
03.18 Demonstrate use of fire extinguisher.
03.19 Follow personal hygiene standards described in health codes.
03.20 Use appropriate telephone numbers in (simulated) emergency situation.

04.0 IDENTIFY PRINCIPLES OF CHILD DEVELOPMENT--The student will be able to:

04.01 Describe the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
04.02 Describe the physical, emotional, intellectual and social characteristics of children from birth through age twelve.
04.03 Explain how nutrition, environment, heredity, and disorders may influence the development of the child.

05. ASSIST WITH PHYSICAL DEVELOPMENT ACTIVITIES -- The student will be able to:

05.01 Identify age-appropriate gross motor activities.

05.02 Identify age-appropriate fine motor activities.
05.03 Guide children in age appropriate physical development activities.
05.04 Identify equipment and materials appropriate for physical development activities.

06.0 ASSIST WITH INTELLECTUAL DEVELOPMENT ACTIVITIES--The student will be able to:

06.01 Identify age-appropriate language arts activities.
06.02 Plan and guide age-appropriate language arts activities.
06.03 Identify age-appropriate music activities.
06.04 Plan and guide age-appropriate music activities.
06.05 Identify age-appropriate art activities.
06.06 Plan and guide age-appropriate art activities.
06.07 Identify age-appropriate math activities.
06.08 Plan and guide age-appropriate math activities.
06.09 Identify age-appropriate science activities.
06.10 Plan and guide age-appropriate science activities.
06.11 Identify age-appropriate social studies activities.
06.12 Plan and guide age-appropriate social studies activities.
06.13 Provide opportunities for creative expression.
06.1 Identify equipment and materials for intellectual development activities.

07.0 ASSIST WITH INDIVIDUAL AND GROUP ACTIVITIES WHICH FOSTER SOCIAL AND EMOTIONAL DEVELOPMENT. --The student will be able to:

07.01 Identify age-appropriate individual activities which foster the child's self-sufficiency, and cultural identity.
07.02 Plan and guide age-appropriate individual activities.
07.03 Identify age-appropriate group activities which foster cooperation, sharing, fun, courtesy and respect.
07.04 Assist in planning age-appropriate social and emotional development activities.
07.05 Assist with age-appropriate group activities.

08.0 ASSIST WITH THE FOOD SERVICE PROGRAM--The student will be able to:

08.01 Identify the nutritional needs of children.
08.02 Identify and plan for nutritious snacks.
08.03 Assist with preparation of age-appropriate nutritious snacks and meals.
08.04 Demonstrate ways for caregivers to encourage positive food choices and good eating habits.
08.05 Guide age-appropriate food preparation/nutrition education activities.
08.06 Assist with mealtime routines.
08.07 Demonstrate safe and sanitary food service habits.

09.0 USE APPROPRIATE METHODS OF GUIDANCE AND DISCIPLINE--The student will be able to:

09.01 Demonstrate methods of direct and indirect guidance to include routines, transitions and room arrangements.
09.02 Identify acceptable and unacceptable methods of guiding behavior.
09.03 Demonstrate positive guidance techniques for guiding behavior.
09.04 Demonstrate behavior toward children that is caring and nonabusive.

10.0 UTILIZE EFFECTIVE STRATEGIES TO CONDUCT POSITIVE COMMUNICATION WITH PARENTS, CHILDREN AND STAFF--The student will be able to:

10.01 Assist with parental involvement activities.
10.02 Demonstrate good communications skills among personnel, children and parents.
10.03 Identify ways of communicating to parents about activities, schedules and progress reports.
10.04 Identify local community resources that serve families and children, to include health services.

11.0 IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

11.01 Identify child care facilities that require licensing.
11.02 Identify the major areas of child day care standards.
11.03 Identify the local licensing agency and its responsibilities.
11.04 Identify local sources to contact for fire, sanitation and health regulations.
11.05 Identify state minimum standards for screening owners, operators, staff, volunteers and others.
11.06 Identify laws and ordinances that govern state and local licensing.
11.07 Identify current child care issues and proposed legislation which govern child care.
11.08 Identify information concerning child discipline in state rules (HRS 10 M-12.013).
11.09 Demonstrate compliance with rules and regulations governing child care centers.

12.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS--The student will be able to:

12.01 Describe physical abuse, physical neglect, sexual abuse and emotional maltreatment as defined by Florida law.
12.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
12.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
12.04 Identify the factors, multiple forces and most common causes for child abuse and neglect.
12.05 Identify the characteristics of abusers.
12.06 Identify the impact and effects of child abuse and neglect.
12.07 Identify current legislation that deals with child abuse and neglect.
12.08 Describe legal requirements and protection of child care workers in reporting suspected child abuse or neglect according to Florida Law.
12.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
12.10 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
12.11 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
12.12 Identify local community resources that provide help for the abused and the abuser.

13.0 MAINTAIN PROFESSIONALISM--The student will be able to:

13.01 Identify factors that aid professional growth in a child caregiver.
13.02 Develop a self-improvement activity related to professionalism.
13.03 Identify opportunities for continuing education.
13.04 Complete a self-evaluation.

14.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

14.02 Secure information about a job.
14.03 Identify documents that may be required when applying for a job.
14.04 Complete a job application form correctly.
14.05 Demonstrate competencies in job interview techniques.
14.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
14.07 Identify acceptable work habits.
14.08 Demonstrate knowledge of how to make job changes appropriately.
14.09 Demonstrate acceptable employee health habits.
14.10 Develop and write a resume.
14.11 Identify personal characteristics desired for working with people.

15.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

15.01 Identify professional, labor and student organizations.
15.02 Identify purposes and functions of professional and student organizations.
15.03 Identify roles and responsibilities of members.
15.04 Work cooperatively as a group member to achieve organizational goals.
15.05 Demonstrate confidence in leadership roles and organizational responsibilities.
15.06 Demonstrate commitment to achieve organizational goals.
15.07 Develop a personal growth project related to organizational skills.

16.0 DEMONSTRATE AN UNDERSTANDNG OF ENTREPRENEURSHIP--The student will be able to:

16.01 Define entrepreneurship.
16.02 Describe the importance of entrepreneurship to the American economy.
16.03 List the advantages and disadvantages of business ownership.
16.04 Identify the risks involved in ownership of a business.
16.05 Identify the necessary personal characteristics of a successful entrepreneur.
16.06 Identify the business skills needed to operate a small business efficiently and effectively.
16.07 Describe responsibilities of an employee to support the business and industry.

17.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN CHILD CARE ASSISTING--The student will be able to:

17.01 Identify the mathematic knolwedge, skills, and attitudes necessary to perform the occupation.
17.02 Identify communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
17.03 Identify science skills, knowledge, and attitudes necessary to perform the occupation tasks.
17.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
17.05 Demonstrate communication competencies necessary to perform the occupation tasks.
17.06 Demonstrate science competencies necessary to perform the occupation tasks.

18.00 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK --The student will be able to:
18.01 Define realistic expectations and/or goals for balancing family, school and work. regulations which govern child
18.02 Identify available resources that can support school, work and

18.03 Demonstrate networking with support systems, including family and community agencies.
18.04 Describe ways of reducing stress in dual role lifestyles.
18.05 Apply the decision making process to specific problem related to balancing family, school and work.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics COURSE CREDIT: 1

PROGRAM TITLE: Child Care Assisting SECONDARY NUMBER: 8503010

COURSE TITLE: Child Care Assisting 1 POSTSECONDARY NUMBER: V200211

COURSE DESCRIPTION: The purpose of this course is to assist students to identify career and job opportunities; to maintain a safe, clean and healthy learning environment; to identify principles of child development; to identify age appropriate physical, intellectual, social and emotional development activities and to identify rules and

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES -- The student will be able to:

01.01 Identify child care services jobs.
01.02 Identify resources for a job search.
01.03 Identify career options in the industry, such as entrepreneurship and franchise ownership.

02.0 DEMONSTRATE VARIOUS OBSERVATIONS AND RECORDING METHODS--The student will be able to:

02.01 Observe, record and report children's behavior on observation forms.
02.02 Identify the importance of confidentiality of child/family records.

03.0 MAINTAIN A SAFE, CLEAN AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

03.02 Identify characteristics of a healthy environment.
03.03 Identify potential fire and safety hazards in a child care facility.
03.04 Identify safety and sanitation features in a child care facility.
03.05 Maintain a checklist for evaluating safety and sanitation features.
03.09 Identify fire regulations.
03.10 Identify characteristics of a heathy child.
03.11 Recognize symptoms of childhood illnesses.

04.0 IDENTIFY PRINCIPLES OF CHILD DEVELOPMENT --The student will be able to:

04.01 Describe the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
04.02 Describe the physical, emotional, intellectual and social characteristics of children from birth through age twelve.
04.03 Explain how nutrition, environment, heredity, and disorders may influence the development of the child.

05.0 ASSIST WITH PHYSICAL DEVELOPMENT ACTIVITIES--The student will be able to:

05.01 Identify age-appropriate gross motor activities.

05.02 Identify age-appropriate fine motor activities.

06.0 ASSIST WITH INTELLECTUAL DEVELOPMENT ACTIVITIES -- The student will be able to:

06.01 Identify age-appropriate language arts activities.
06.03 Identify age-appropriate music activities.
06.05 Identify age-appropriate art activities.
06.07 Identify age-appropriate math activities.
06.09 Identify age-appropriate science activities.
06.11 Identify age-appropriate social studies activities.
06.14 Identify equipment and materials for intellectual development activities.

07.0 ASSIST WITH INDIVIDUAL AND GROUP ACTIVITIES WHICH FOSTER SOCIAL AND EMOTIONAL DEVELOPMENT --The student will be able to:

07.01 Identify age-appropriate individual activities which foster the child's self-sufficiency, and cultural identity.
07.03 Identify age-appropriate group activities which foster cooperation, sharing, fun, courtesy and respect.

08.0 ASSIST WITH THE FOOD SERVICE PROGRAM--The student will be able to:

08.01 Identify the nutritional needs of children.

09.0 USE APPROPRIATE METHODS OF GUIDANCE AND DISCIPLINE--The student will be able to:

09.01 Demonstrate methods of direct and indirect guidance to include routines, transitions and room arrangements.
09.02 Identify acceptable and unacceptable methods of guiding behavior.
09.03 Demonstrate positive guidance techniques for guiding behavior.
09.04 Demonstrate behavior toward children that is caring and nonabusive.

10.0 UTILIZE EFFECTIVE STRATEGIES TO CONDUCT POSITIVE COMMUNICATION WITH PARENTS, CHILDREN AND STAFF--The student will be able to:

10.01 Assist with parental involvement activities.
10.02 Demonstrate good communications skills among personnel, children and parents.
10.03 Identify ways of communicating to parents about activities, schedules and progress reports.
10.04 Identify local community resources that serve families and children, to include health services.

11.0 IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE -- The student will be able to:

11.01 Identify child care facilities that require licensing.
11.02 Identify the major areas of child day care standards.
11.03 Identify the local licensing agency and its responsibilities.
11.04 Identify local sources to contact for fire, sanitation and health regulations.
11.05 Identify state minimum standards for screening owners, operators, staff, volunteers and others.
11.06 Identify laws and ordinances that govern state and local licensing.
11.07 Identify current child care issues and proposed legislation which govern child care.
11.08 Identify information concerning child discipline in state rules

(HRS 10 M-12.013).
11.09 Demonstrate compliance with rules and regulations governing child care centers.

12.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS--The student will be able to:

12.01 Describe physical abuse, physical neglect, sexual abuse and emotional maltreatment as defined by Florida law.
12.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
12.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
12.04 Identify the factors, multiple forces and most common causes for child abuse and neglect.
12.05 Identify the characteristics of abusers.
12.06 Identify the impact and effects of child abuse and neglect.
12.07 Identify current legislation that deals with child abuse and neglect.
12.08 Describe legal requirements and protection of child care workers in reporting suspected child abuse or neglect according to Florida Law.
12.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
12.10 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
12.11 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
12.12 Identify local community resources that provide help for the abused and the abuser.

14.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

14.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
14.07 Identify acceptable work habits.

15.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

15.01 Identify professional, labor and student organizations.
15.02 Identify purposes and functions of professional and student organizations.
15.03 Identify roles and responsibilities of members.
15.04 Work cooperatively as a group member to achieve organizational goals.
15.05 Demonstrate confidence in leadership roles and organizational goals.
15.06 Demonstrate commitment to achieve organizational goals.

17.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN CHILD CARE ASSISTING -- The student will be able to

17.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
17.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
17.03 Identify the science skills, knowledge, and attitudes necessary to perform the occupation tasks.
17.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
17.05 Demonstrate communication competencies necessary to perform the occupation tasks.
17.06 Demonstrate science competencies necessary to perform the occupation tasks.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics COURSE CREDIT: 1

PROGRAM TITLE: Child Care Assisting SECONDARY NUMBER: 8530020

COURSE TITLE: Child Care Assisting 2 POSTSECONDARY NUMBER: V200221

COURSE DESCRIPTION: The purpose of this course is to assist students to identify various observation and recording methods; to maintain a safe, clean and healthy learning environment; to guide physical, intellectual; social and emotional development activities; to assist with the food service program; to use appropriate guidance and discipline techniques; and to identify and report suspected child abuse and neglect.

02.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

02.01 Observe, record and report children's behavior on observation forms.
02.02 Identify the importance of confidentiality of child/family records.

03.0 MAINTAIN A SAFE, CLEAN AND HEALTHY LEARNING ENVIRONMENT --The student will be able to:

03.01 Assist children with personal hygiene.
03.05 Maintain a checklist for evaluating safety and sanitation features.
03.06 Demonstrate accident prevention.
03.08 Demonstrate evacuation procedures.
03.09 Identify fire regulations.
03.11 Recognize symptoms of childhood illnesses.
03.12 Demonstrate communicable illness control in group settings.
03.13 Identify the need for immunization.
03.14 Care for sick or injured children.
03.15 Demonstrate housekeeping skills.
03.16 Identify maintenance and repair needs for equipment, tools, facilities and toys.

05.0 ASSIST WITH PHYSICAL DEVELOPMENT ACTIVITIES--The student will be able to:

05.04 Identify equipment and materials appropriate for physical development activities.

06.0 ASSIST WITH INTELLECTUAL DEVELOPMENT ACTIVITIES --The student will be able to:

06.02 Plan and guide age-appropriate language arts activities.
06.04 Plan and guide age-appropriate music activities.
06.06 Plan and guide age-apropriate art activities.
06.08 Plan and guide age-appropriate math activities.
06.10 Plan and guide age-appropriate science activities.
06.12 Plan and guide age-appropriate social studies activities.
06.13 Provide opportunities for creative expression.
06.14 Identify equipment and materials for intellectual development activities.

07.0 ASSIST WITH INDIVIDUAL AND GROUP ACTIVITIES WHICH FOSTER SOCIAL AND EMOTIONAL DEVELOPMENT--The student will be able to:

07.02 Plan and guide age-appropriate individual activities.
07.05 Assist with age-appropriate group activities.

08.0 ASSIST WITH FOOD SERVICE PROGRAM--The student will be able to:

08.02 Identify and plan for nutritious snacks.
08.03 Assist with preparation of age-appropriate nutritious snacks and meals.
08.04 Demonstrate ways for caregivers to encourage positive food choices and good eating habits.
08.05 Guide age-appropriate food preparation/nutrition education activities.
08.06 Assist with mealtime routines.
08.07 Demonstrate safe and sanitary food service habits.

09.0 USE APPROPRIATE METHODS OF GUIDANCE AND DISCIPLINE --The student will be able to:

09.01 Demonstrate methods of direct and indirect guidance to include routines, transitions and room arrangements.
09.02 Identify acceptable and unacceptable methods of guiding behavior.
09.03 Demonstrate positive guidance techniques for guiding behavior.
09.04 Demonstrate behavior toward children that is caring and nonabusive.

10.0 UTILIZE EFFECTIVE STRATEGIES TO CONDUCT POSITIVE COMMUNICATION WITH PARENTS, CHILDREN AND STAFF--The student will be able to:

10.01 Assist with parental involvement activities.
10.02 Demonstrate good communications skills among personnel, children and parents.
10.03 Identify ways of communicating to parents about activities, schedules and progress reports.
10.04 Identify local community resources that serve families and children, to include health services.

12.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS -- The student will be able to:

12.01 Describe physical abuse, physical neglect, sexual abuse and emotional maltreatment as defined by Florida law.
12.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
12.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
12.04 Identify the factors, multiple forces and most common causes for child abuse and neglect.
12.05 Identify the characteristics of abusers.
12.06 Identify the impact and effects of child abuse and neglect.
12.07 Identify current legislation that deals with child abuse and neglect.
12.08 Describe legal requirements and protection of child care workers in reporting suspected child abuse or neglect according to Florida law.
12.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
12.10 Identify the roles and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
12.11 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
12.12 Identify local community resources that provide help for the abused and the abuser.

14.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

14.01 Conduct a job search.
14.02 Secure information about a job.
14.03 Identify documents that may be required when applying for a job.
14.04 Complete a job application form correctly.
14.05 Demonstrate competencies in job interview techniques.
14.08 Demonstrate knowledge of how to make job changes appropriately
14.09 Demonstrate acceptable employee health habits.
14.10 Develop and write a resume.
14.11 Identify personal characteristics desired for working with people.

15.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

15.01 Identify professional, labor and student organizations.
15.02 Identify purposes and functions of professional and student organizations.
15.03 Identify roles and responsibilities of members.
15.04 Work cooperatively as a group member to achieve organizational goals.
15.05 Demonstrate confidence in leadership roles and organizational goals.
15.06 Demonstrate commitment to achieve organizational goals.
15.07 Develop a personal growth project related to organizational skills.

17.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN CHILD CARE ASSISTING -- The student will be able to:

17.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
17.02 Identify knowledge, skills, and attitudes necessary to perform the occupation tasks.
17.03 Identify science skills, knowledge, and attitudes necessary to perform the occupation tasks.
17.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
17.05 Demonstrate communication competencies necessary to perform the occupation tasks.
17.06 Demonstrate science competencies necessary to perform the occupation tasks.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics COURSE CREDIT: 1

PROGRAM TITLE: Child Care Assisting SECONDARY NUMBER: 8503030

COURSE TITLE: Child Care Assisting 3 POSTSECONDARY NUMBER: V200231

COURSE DESCRIPTION: The purpose of this course is to assist students to guide young children in physical, intellectual, social and emotional development activities; to demonstrate communication and employability skills and to maintain professionalism. This course provides for the HRS 30 clock hour training.

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES -- The student will be able to:

01.01 Identify child care services jobs.
01.02 Identify resources for a job search.

01.03 Identify career options in the industry, such as entrepreneurship and franchise ownership.

02.0 DEMONSTRATE VARIOUS OBSERVATIONS AND RECORDING METHODS--The student will be able to:

02.01 Observe, record and report children's behavior on observation forms.
02.02 Identify the importance of confidentiality of child/family records.

03.0 MAINTAIN A SAFE, CLEAN AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

03.07 Complete certification for an approved first aid course.
03.17 Assist parent (guardian) to complete medication permission form.
03.18 Demonstrate use of fire extinguisher.
03.19 Follow personal hygiene standards described in health codes.
03.20 Use appropriate telephone numbers in (simulated) emergency situations.

04.0 IDENTIFY PRINCIPLES OF CHILD DEVELOPMENT --The student will be able to:

04.01 Describe the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
04.02 Describe the physical, emotional, intellectual and social characteristics of children from birth through age twelve.
04.03 Explain how nutrition, environment, heredity, and disorders may influence the development of the child.

05.0 ASSIST WITH PHYSICAL DEVELOPMENT ACTIVITIES--The student will be able to:

05.03 Guide children in age-appropriate physical development activities.

06.0 ASSIST WITH INTELLECTUAL DEVELOPMENT ACTIVITIES--The student will be able to:

06.02 Plan and guide age-appropriate language arts activities.
06.04 Plan and guide age-appropriate music activities.
06.06 Plan and guide age-appropriate art activities.
06.08 Plan and guide age-appropriate math activities.
06.10 Plan and guide age-appropriate science activities.
06.12 Plan and guide age-appropriate social studies activities.

07.0 ASSIST WITH INDIVIDUAL AND GROUP ACTIVITIES WHICH FOSTER SOCIAL AND EMOTIONAL DEVELOPMENT --The student will be able to:

07.02 Plan and guide age-appropriate individual activities.
07.05 Assist with age-appropriate group activities.

08.0 ASSIST WITH FOOD SERVICE PROGRAM--The student will be able to:

08.02 Identify and plan for nutritious snacks.
08.03 Assist with preparation of age-appropriate nutritious snacks and meals.
08.04 Demonstrate ways for caregivers to encourage positive food choices and good eating habits.
08.05 Guide age-appropriate food preparation/nutrition education activities.
08.06 Assist with mealtime routines.

08.07 Demonstrate safe and sanitary food service habits.

09.0 USE APPROPRIATE METHODS OF GUIDANCE AND DISCIPLINE--The student will be able to:

09.01 Demonstrate methods of direct and indirect guidance to include routines, transitions and room arrangements.
09.03 Demonstrate positive guidance techniques for guiding behavior.
09.04 Demonstrate behavior toward children that is caring and nonabusive.

10.0 UTILIZE EFFECTIVE STRATEGIES TO CONDUCT POSITIVE COMMUNICATION WITH PARENTS, CHILDREN AND STAFF--The student will be able to:

10.01 Assist with parental involvement activities.
10.02 Demonstrate good communications skills among personnel, children and parents.
10.03 Identify ways of communicating to parents about activities, schedules and progress reports.
10.04 Identify local community resources that serve families and children, to include health services.

11.0 IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE -- The student will be able to:

11.01 Identify child care facilities that require licensing.
11.02 Identify the major areas of child day care standards.
11.03 Identify the local licensing agency and its responsibilities.
11.04 Identify local sources to contact for fire, sanitation and health regulations.
11.05 Identify state minimum standards for screening owners, operators, staff, volunteers and others.
11.06 Identify laws and ordinances that govern state and local licensing.
11.07 Identify state minimum standards for screening owners, operators, staff, volunteers and others.
11.08 Identify current child care issues and proposed legislation which govern child care.
11.09 Identify information concerning child discipline in state rules (HRS 10 M-12.013).
11.10 Demonstrate compliance with rules and regulations governing child care centers.

12.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS--The student will be able to:

12.01 Describe physical abuse, physical neglect, sexual abuse and emotional maltreatment as defined by Florida law.
12.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
12.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
12.04 Identify the factors, multiple forces and most common causes for child abuse and neglect.
12.05 Identify the characteristics of abusers.
12.06 Identify the impact and effects of child abuse and neglect.
12.07 Identify current legislation that deals with child abuse and neglect.
12.08 Describe legal requirements and protection of child care workers in reporting suspected child abuse or neglet according to Florida Law.
12.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
12.10 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.

12.11 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
12.12 Identify local community resources that provide help for the abused and the abuser.

13.0 MAINTAIN PROFESSIONALISM -- The student will be able to:

13.01 Identify factors that aid professional growth in a child caregiver.
13.02 Develop a self-improvement activity related to professionalism.
13.03 Identify opportunities for continuing education.
13.04 Complete a self-evaluation.

14.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

14.01 Conduct a job search.
14.02 Secure information about a job.
14.03 Identify documents that may be required when applying for a job.
14.04 Complete a job application form correctly.
14.05 Demonstrate competencies in job interview techniques.
14.08 Demonstrate knowledge of how to make job changes appropriately.
14.09 Demonstrate acceptable employee health habits.
14.10 Develop and write a resume.
14.11 Identify personal characteristics desired for working with people.

15.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

15.01 Identify professional, labor and student organizations.
15.02 Identify purposes and functions of professional and student organizations.
15.03 Identify roles and responsibilities of members.
15.04 Work cooperatively as a group member to achieve organizational goals.
15.05 Demonstrate confidence in leadership roles and organizational goals.
15.06 Demonstrate commitment to achieve organizational goals.
15.08 Develop a personal growth project related to organizational skills.

16.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:
16.01 Define entrepreneurship.
16.02 Describe the importance of entrepreneurship to the American economy.
16.03 List the advantages and disadvantages of business ownership.
16.04 Identify the risks involved in ownership of a business.
16.05 Identify the necessary personal characteristics of a successful entrepreneurship.
16.06 Identify the business skills needed to operate a small business efficiently and effectively.
16.07 Describe responsibilities of an employer to support the business and industry.
17.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN CHILD CARE ASSISTING -- The student will be able to

17.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
17.02 Identify the knowledge, skills, and attitudes necessary to perform the occupation tasks.
17.03 Identify the science skills, knowledge, and attitudes necessary to perform the occupation tasks.
17.04 Demonstrate mathematic competencies necessary to perform

the occupation tasks.

17.05 Demonstrate communication competencies necessary to perform the occupation tasks.

17.06 Demonstrate science competencies necessary to perform the occupation tasks.

18.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK-- The student will be able to:

18.01 Define realistic expectations and/or goals for balancing family, school and work.

18.02 Identify available resources that can support school, work and family.

18.03 Demonstrate networking with support systems, including family and community agencies.

18.04 Describe ways of reducing stress in dual role lifestyles.

18.05 Apply the decision making process to specific problem related to balancing family, school and work.

CURRICULUM FRAMEWORK

PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION

EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Child Care Center Management

CODE NUMBER: Secondary ____________ Postsecondary ________

Florida CIP 0420.020300

SECONDARY SCHOOL CREDITS ____ COLLEGE CREDITS X POSTSECONDARY ADULT VOCATIONAL CREDITS ____

APPLICABLE LEVEL(S): _____7-9 ____9-12 ____ Postsecondary Adult Vocational

X Postsecondary Vocational ______ Other _____

CERTIFICATION COVERAGE:

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as child care center manager directors, preschool (092.137-010), directors, educational programs (099.177-010), directors, community organizations (187.117-014), residence supervisors (187.167-186), administrators, social welfare (095.117-010), program directors, groupwork (187.117-046), teacher preschool (092.227-018) or to provide supplemental training for persons previously or currently employed in these listed occupations.

The content includes, but is not limited to, managing financial operations; selecting and/or developing facilities; selecting staff and staffing patterns; providing staff development opportunities; developing a total program for children and working parents, community agencies, organizations, and other individuals and groups concerned with children and child care services.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hand-on experiences with tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of manipulative toys, expandable art and woodworking supplies, science equipment, audiovisual equipment, housekeeping and dramatic play equipment, food preparation equipment, laundry equipment. Observation and supervised work experience with young children in a school laboratory and/or an approved community laboratory situation is an integral part of this program.

III. SPECIAL NOTE: The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includesinstructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, environment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is an associate degree.

In order for this program/course to be transferable between institutions, it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Utilize various observation and recording methods.
02. Describe the various types of child care programs.
03. Plan for, establish, and maintain a safe, clean and healthy learning environment.
04. Guide physical development of young children.
05. Guide intellectual development of young children.
06. Guide social and emotional development of young children.
07. Establish positive communications with the family.
08. Carry out legal and professional responsibilities related to the total program.
09. Maintain professionalism.
10. Develop a food service program to meet the nutritional needs of children.
11. Demonstrate skills in managing the financial affairs of a child care center.
12. Demonstrate leadership and organizational skills.
13. Demonstrate knowledge of state and local rules and regulations which govern child care.
14. Identify and report child abuse in accordance with state regulations.
15. Demonstrate an Understanding of Entreprenuership.
16. Demonstrate Employability Skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: ____________

COURSE TITLE: Child Care Center Management POSTSECONDARY NUMBER: 0420.020300

01.0 UTILIZE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

01.01 Describe the purposes for observing children.
01.02 Identify types of observations and recording methods.
01.03 Identify procedures used when observing children.
01.04 Discuss the confidentiality of observation information.
01.05 Complete observational checklists related to the physical, intellectual, social, and emotional development of children.
01.06 Compete an anecdotal record of a child.
01.07 Keep a diary-type record of a child over a given period of time.
01.08 Interpret observations.
01.09 Design individual learning prescriptions.
01.10 Write a child study using diary-type records.

02.0 DESCRIBE THE VARIOUS TYPES OF CHILD CARE PROGRAMS--The student will be able to:

02.01 Discuss the need for child care services today.
02.02 List characteristics of a good child care program.
02.03 Describe advantages and disadvantages of custodial, developmental and comprehensive child care programs.
02.04 Identify types of child care centers and describe characteristics of each type.
02.05 Discuss the contributions the Head Start and HRS Title 20 programs have made to early childhood education.
02.06 Discuss emerging and expanding programs for child care in the United States.
02.07 Discuss information which should be available to parents and community members concerning child care programs.
02.08 Identify and discuss the advantages and disadvantages of two basic early childhood program models.
02.09 Identify criteria for evaluation of children's programs.
02.10 Identify and evaluate classroom setup.
02.11 Identify and evaluate daily schedules.
02.12 Identify recommended materials and equipment.
02.13 Identify and evaluate planned experiences and activities.
02.14 Identify classroom management techniques.
02.15 Identify and practice communication techniques.
02.16 Develop and implement an educational philosophy.

03.0 PLAN FOR, ESTABLISH, AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT -- The student will be able to:

03.01 Identify potential safety hazards in a child care facility and describe practices to prevent accidents.
03.02 Identify ways care givers teach children the safe way to do things.
03.03 Outline the steps to be taken in case of accident and injury to a child.
03.04 Identify accidents common to children and perform appropriate first-aid techniques.
03.05 Identify fire regulations and procedures.
03.06 Develop and practice evacuation procedures.
03.07 Identify appropriate and safe manipulative equipment for children.
03.08 Maintain facilities.

03.09 Develop a maintenance program for equipment, tools and supplies.
03.10 Identify ways to involve children in housekeeping.
03.11 Demonstrate ways to create and maintain a responsive environment.
03.12 Recognize childhood illnesses.
03.13 Identify and practice communicable disease control in group settings.
03.14 List the need for immunizations.
03.15 Practice personal hygiene with children.
03.16 Describe procedures for caring for the sick.
03.17 Identify medical forms that must be filed in the center.
03.18 Plan, organize and guide safety awareness activities.
03.19 Plan, organize and guide cleanliness awareness (sanitation) activities.
03.20 Plan, organize and guide nutrition awareness activities.
03.21 Plan, organize and guide personal hygiene awareness activities.
03.22 Identify characteristics of and recognize children of varying exceptionalities.
03.23 Use the Individual Education Plan to plan, organize and guide appropriate activities to meet the needs of exceptional children.
03.24 Describe facility modifications and special equipment needs for varying exceptionalities.
03.25 Describe techniques for handling and positioning physically disabled children.
03.26 Identify procedures for administering medications.
03.27 Establish a mealtime schedule for children with special dietary needs.
03.28 Identify organizations and agencies that provide services and assistance to exceptional children.

04.0 GUIDE PHYSICAL DEVELOPMENT OF YOUNG CHILDREN--The student will be able to:

04.01 Identify the physical development of infants and children, ages one to twelve.
04.02 Plan, organize and guide age-appropriate gross motor activities.
04.03 Plan, organize and guide age-appropriate fine motor activities.
04.04 Plan, organize and guide age-appropriate body stimulation activities.
04.05 Plan, organize and guide age-appropriate outdoor activities.
04.06 Plan, organize and guide age-appropriate body coordination activities.
04.07 Plan, organize and guide age-appropriate group circle activities.

05.0 GUIDE INTELLECTUAL DEVELOPMENT OF YOUNG CHILDREN--The student will be able to:

05.01 Identify the intellectual development of infants and children, ages one to twelve.
05.02 Plan, organize and guide age-appropriate language activities.
05.03 Plan, organize and guide age-appropriate music activities.
05.04 Plan, organize and guide age-appropriate art activities.
05.05 Plan, organize and guide age-appropriate math activities.
05.06 Plan, organize and guide age-appropriate science activities.
05.07 Plan, organize and guide age-appropriate social studies.
05.08 Plan, organize and guide age-appropriate creative activities.

06.0 GUIDE SOCIAL AND EMOTIONAL DEVELOPMENT OF YOUNG CHILDREN--The student will be able to:

06.01 Identify the social and emotional development of infants and children, ages one to twelve.
06.02 Plan, organize and guide age-appropriate dramatic play activities.
06.03 Plan, organize and guide age-appropriate self-concept activities.
06.04 Plan, organize and guide age-appropriate group awareness

activities.
06.05 Plan, organize and guide age-appropriate diverse cultural awareness activities.
06.06 Identify and implement positive behavior guidance techniques.

07.0 ESTABLISH POSITIVE COMMUNICATION WITH THE FAMILY -- The student will be able to:

07.01 Discuss the need for parent-teacher cooperation.
07.02 Describe ways for child care personnel to effectively communicate with parents.
07.03 Discuss the need for planned conference and identify the child care manager's role in conducting an effective parent conference.
07.04 Plan for, organize and implement parent involvement activities.
07.05 Identify the kinds of activities, meetings and learning appropriate for parent involvement.
07.06 Develop a plan for keeping parents informed about center activities, child development, managing children, and good child-rearing practices.
07.07 Provide child progress reports to parents.
07.08 Devise methods for sharing center resources with parents.
07.09 Identify common problems involving parents in centers and discuss ways to make parents aware of and willing to help solve these problems.
07.10 Describe ways child care personnel can be supportive of the parents' efforts with the child.
07.11 Discuss occasions when center staff personnel will need to communicate with parents of children who attend the center program.
07.12 Identify components to be included in child center policies and develop a written child care policy which could be given to parents.
07.13 Accept and encourage the native language of the home.
07.14 Demonstrate the correct way to answer and use the telephone in a child care center.

08.08 CARRY OUT LEGAL AND PROFESSIONAL RESPONSIBILITIES RELATED TO THE TOTAL PROGRAM -- The student will be able to:

08.01 Identify the most important tasks in operating a child care center.
08.02 Identify how to obtain state licensing requirements and city or county regulations which affect a child care center and explain why these regulations are necessary.
08.03 List the most important regulations affecting the well-being of children in a center.
08.04 Describe the types of services provided by child care centers.
08.05 Identify the types of information that persons must have in order to apply for a license to open and operate a child care center.
08.06 Identify the city or county officials that inspect child care centers and explain the purpose of these inspections.
08.07 Identify factors that determine the size and composition of the child care staff.
08.08 Identify duties of child care personnel.
08.09 Interview potential employees.
08.10 Identify possible in-service training programs for staff members and discuss their importance.
08.11 Describe how supervision for quality staff performance is best achieved.
08.12 Identify subjects covered in personnel policies and discuss the need for defined personnel policies.
08.13 Develop a work schedule for all child care employees.
08.14 Develop and implement personnel evaluation forms.
08.15 Plan a daily schedule for a child care center to accommodate

children's changing needs and to provide a sense of orderly routine.

08.16 Plan and implement program lesson plans, unit plans and schedules.
08.17 Plan, organize and guide age-appropriate special events.
08.18 Utilize curriculum materials in planning activities.
08.19 Plan and construct bulletin boards and displays.
08.20 Identify and implement behavior guidance techniques.
08.21 Demonstrate supervision skills.
08.22 Plan, organize and guide transition routines.
08.23 Supervise bathroom routines.
08.24 Supervise nap time routines.
08.25 Identify materials and equipment needed to operate a child care center.
08.26 Identify age appropriate resource materials, equipment a supplies.
08.27 Plan for an organized learning environment for maximum effectiveness.
08.28 Identify unsafe equipment and make minor repairs.
08.29 Discuss the importance of record keeping in a child care center.
08.30 Identify the types of records required for licensing and the types that provide information which will be useful in operating the center.
08.31 Design, implement and evaluate record keeping forms to be used in a child care center.
08.32 List information, in addition to the message, that should be included on each item of correspondence in a child care center.
08.33 Identify ways to solve the following center management problems; teacher absence, poor planning, dealing with a child's "separation anxiety", scheduling work hours, arranging community projects.

09.0 MAINTAIN PROFESSIONALISM--The student will be able to:

09.01 Identify three factors that aid professional growth in a child care giver.
09.02 Evaluate your commitment to child care as a profession.
09.03 Pursue self-improvement activities.
09.04 Protect the privacy of the child and family.
09.05 Maintain confidentiality of information obtained about children.
09.06 Discuss the importance of never discussing the child in his or her presence.

10.0 DEVELOP A FOOD SERVICE PROGRAM TO MEET THE NUTRITIONAL NEEDS OF CHILDREN -- The student will be able to:

10.01 Identify the types of food service available to a child care center and discuss advantages and disadvantages of each.
10.02 Discuss planning meals according to patterns from the State of Florida Minimum Standards for Child Care Program.
10.03 List issues to consider when planning meals and snacks based on the established meal patterns for child care programs.
10.04 Identify recommended daily nutritional requirements for children between birth and twelve years of age.
10.05 Plan, prepare and service nutritious snacks and meals for children that contribute to meeting total daily nutritional intake.
10.06 Plan, prepare and service age-appropriate foods.
10.07 Plan, organize and guide mealtime routines.
10.08 Recommend ways for caregivers to manage mealtime situations.
10.09 Identify procedures for introducing new foods to children.
10.10 List ways to encourage positive food choices and good eating habits.
10.11 Plan, organize and guide age-appropriate food preparation activities.
10.12 Identify the types of foods that are included in an infant's and toddler's diet and describe why these are included.
10.13 Discuss the value of holding an infant while bottle feeding.

10.14 Discuss special concerns connected with feeding infants.
10.15 Describe and demonstrate feeding infants.
10.16 Identify adequate eating utensils during the self-feeding state of childhood.
10.17 Post weekly menus.
10.18 Supervise and evaluate food service personnel.

11.0 DEMONSTRATE SKILLS IN MANAGING THE FINANCIAL AFFAIRS OF A CHILD CARE CENTER -- The student will be able to:

11.01 Identify costs to consider in establishing a child care center.
11.02 Identify factors to consider when determining fees for a child care center and discuss advantages and disadvantages of a base pay and a sliding scale fee charge.
11.03 Identify operating expenses for a child care center.
11.04 Discuss staff salaries and wages.
11.05 Identify additional costs for maintaining a child care center.
11.06 Discuss the purpose of a budget and develop a sample budget suitable for a child care center.
11.07 List the expenses a day care owner might have that would reduce profits.
11.08 Identify ways to keep a child center successful.
11.09 Discuss reasons why enrollments in a child care center may drop and discuss how this might affect profits.
11.10 Identify ways to increase profits.
11.11 Identify methods of advertising used by child care centers and discuss advantages and disadvantages of each.
11.12 Develop a brochure designed to attract potential customers.
11.13 Identify the types of financial records the owner of a child care center would have to keep.
11.14 Describe a daily cash sheet and list information it contains.
11.15 Complete a daily cash sheet using information from a case study.
11.16 Discuss the need for customer billing forms and procedures.
11.17 Develop a customer billing form.
11.18 Define revenues, expenses, net profit, profit ratio, and expense ratio and describe how this information can be used in evaluating business success.

12.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

12.01 Identify professional and youth organizations.
12.02 Identify purposes and functions of professional and youth organizations.
12.03 Identify roles and responsibilities of members.
12.04 Work cooperatively as a group member to achieve organizational goals.
12.05 Demonstrate confidence in leadership roles and organizational responsibilities.
12.06 Demonstrate commitment to achieve organizational goals.
12.07 Develop a personal growth project.

13.0 DEMONSTRATE KNOWLEDGE OF STATE AND LOCAL RULES AND REGULATIONS WHICH GOVERN CHILD CARE -- The student will be able to:
13.01 Identify the major areas of child day care standards in Florida.
13.02 Identify laws that govern state and local licensing.
13.03 Identify child care facilities that require licensing.
13.04 Identify the local licensing agency and list responsibilities of this agency.
13.05 Identify local day care standards that govern child care.
13.06 Identify state minimal standards for screening of owners, operators, staff volunteers, and others.
13.07 Describe current child care issues and proposed legislation which governs child care.

14.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS -- The student will be able to:

14.01 Define physical abuse, physical neglect, sexual abuse and emotional maltreatment as defined by Florida Law.
14.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
14.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
14.04 Identify the factors, multiple forces and most common causes for child abuse and neglect.
14.05 Identify the characteristics of abusers.
14.06 Identify the impact and effects of child abuse and neglect.
14.07 Identify current legislation that deals with child abuse and neglect.
14.08 Describe Florida Law as to the legal requirements and protection of child care workers in reporting suspected child abuse or neglect.
14.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
14.10 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
14.11 Simulate reporting evidence of suspected child abuse and neglect.
14.12 Identify local community resources that provide help for the abuse and the abuser.

15.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

15.01 Define entrepreneurship.
15.02 Describe the importance of entrepreneurship to the American economy.
15.03 List the advantages and disadvantages of business ownership.
15.04 Identify the risks involved in ownership of a business.
15.05 Identify the necessary personal characteristics of a successful entrepreneurship.
15.06 Identify the business skills needed to operate a small business efficiently and effectively.
15.07 Describe the responsibility of the employer to support the busines and industry.

16.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

16.01 Conduct a job search.
16.02 Secure information about a job.
16.03 Identify documents that may be required when applying for a job.
16.04 Complete a job application form correctly.
16.05 Demonstrate competencies in job interview techniques.
16.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
16.07 Identify acceptable work habits.
16.08 Demonstrate knowledge of how to make job changes appropriately.
16.09 Demonstrate acceptable employee health habits.
16.10 Develop and write a resume.
16.11 Identify personal characteristics desired for working with people.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Child Care Center Operations

CODE NUMBER: Secondary ________ Postsecondary V200203

Florida CIP 0420.020301

SECONDARY SCHOOL CREDITS _____ COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): _____7-9 ____9-12 X Postsecondary Adult Vocational

_____ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE
VOC HME EC @4 HOMEMAKING @2 @7 G PRESCH ED A ✓
GEN HME EC @4 E CHILD ED @0 PRIMARY ED B
HOME EC 1 @ 2 HOME EC OCC @7 G

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as directors, child care center operator, directors, educational programs (099.177-010), directors, community organizations programs (187.117-014), residence supervisors (187.167-186), program directors, group work (187.117-046), teacher, preschool (092.227-018), child care leaders (359.677-018) and all other managers (20061699) or to provide supplemental training for persons previously or currently employed in these listed occupations.

The content includes, but is not limited to, managing financial operations selecting or developing facilities, selecting staff and staffing patterns, providing staff development opportunities, developing a total program for children working with parents, community agencies, organizations, and other individuals and groups concerned with children and child care services. Child Care programs at the secondary and the postsecondary levels now require completion of a core. The Core for this program is Child Care Assisting (secondary level: 850300; postsecondary adult level: V200201).

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of manipulative toys, expandable art and woodworking supplies, science equipment, audiovisual equipment, housekeeping and dramatic play equipment, food preparation equipment, laundry equipment, and personal computers. Observation and supervised work experience with young children in a school laboratory and/or an approved community laboratory situation is an integral part of this program.

III. SPECIAL NOTE: The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following is required for each student: a list of on-the-job and in-school learning experiences; a training plan which includes experiences; and a work station which reflects equipment, environment, skills and tasks relevant to the occupation the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The typical length of this program for the average achieving student is 600 hours, 450 hours core program; 150 hours specialization.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/ course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S. Child Care programs at the secondary and the postsecondary levels now require completion of a core.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify the types of child care centers and programs.
02. Recognize the legal and professional responsibilities of operating a day care center.
03. Demonstrate skills in managing the finances of a day care center.
04. Demonstrate staff management skills.
05. Develop a food service program to meet the nutritional needs of children.
06. Plan and organize a child care center that is conducive to learning and appropriate for the developmental stages of children.
07. Initiate and facilitate communication with community representatives, staff, parents and children.
08. Demonstrate a knowledge of entrepreneurship.
09. Demonstrate employability skills.
10. Demonstrate an awareness of the responsibilities associated with balancing family, school and work.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993
PROGRAM AREA: Home Economics
SECONDARY NUMBER: ________
COURSE TITLE: Child Care Center Operations
POSTSECONDARY NUMBER: V200203

01.0 IDENTIFY THE TYPES OF CHILD CARE CENTERS AND PROGRAMS -- The student will be able to:

01.01 Identify the various types of child care available.
01.02 List the characteristics of a good day care center.
01.03 Identify the advantages and disadvantages of child care services.

02.0 RECOGNIZE THE LEGAL AND PROFESSIONAL RESPONSIBILITIES OF OPERATING A DAY CARE CENTER -- The student will be able to:

02.01 Identify the types of information that an operator must have in order to apply for a state license.
02.02 Identify and use the minimum state standards for establishing and operating a day care center.
02.03 Identify and use minimum local standards for establishing and operating a day care center.
02.04 Discuss state and local licensing procedures.
02.05 Discuss the state child care training requirement and how it affects the child care center.
02.06 Describe the current child care issues which may effect child care legislation.
02.07 Identify laws and regulations governing child care at the federal, state and local levels.
02.08 Evaluate new and pending legislation.
02.09 Identify and plan for maintenance and repair.
02.10 Complete license application forms.
02.11 Review a county health inspection form.
02.12 Compare and contrast the organization and governing bodies of private enterprise, nonprofit, and church-related centers.
02.13 Plan and implement the educational philosophy of the center.
02.14 Describe the 8 hour in-service update training requirement and how it affects the child care center.

03.0 DEMONSTRATE SKILLS IN MANAGING THE FINANCES OF A DAY CARE CENTER -- The student will be able to:

03.01 Identify cost to consider in establishing and operating a day care center.
03.02 Identify facts to consider when determining fees.
03.03 Determine what is included in the operating expense of a day care center.
03.04 Identify and maintain (simulate) financial records necessary to keep in a child care center.
03.05 Develop a sample budget for a center.
03.06 Develop procedures for billing and collecting fees.
03.07 Implement and maintain record-keeping procedures.

04.0 DEMONSTRATE STAFF MANAGEMENT SKILLS -- The student will be able to:

04.01 Identify and practice effective communication skills.
04.02 Develop personnel policies and procedures for a day care center.
04.03 Identify and maintain personnel records.
04.04 Plan and implement (simulate) staff selection procedures determining requirements and qualifications, interviewing, hiring, orienting, and training.
4.05 Identify, plan and use (simulate) staff supervision skills:

motivating, teambuilding, improving staff performance, disciplining, evaluating performance, providing feedback, and coaching.
04.06 Plan and implement (simulate) routine events: setting up daily, weekly, and monthly schedules, assigning staff tasks and responsibilities, and overseeing daily operations.
04.07 Monitor staff for health and safety practices and procedures.
04.08 Plan for, anticipate, and determine procedures and staff responsibilities in unusual situations: emergencies, child abuse cases, and conflicts.

05.0 DEVELOP A FOOD SERVICE PROGRAM TO MEET THE NUTRITIONAL NEEDS OF CHILDREN -- The student will be able to:

05.01 Identify the types of food service available to a child care center and discuss advantages and disadvantages of each.
05.02 Discuss planning meals according to patterns from the State of Florida Minimum Standards for Child Care Programs.
05.03 List factors to consider when planning meals and snacks based on the established meal patterns for child care programs.
05.04 Identify recommended daily nutritional requirements for children between birth and twelve years of age.
05.05 Plan age-appropriate weekly menus including all meals and snacks.
05.06 Identify procedures for introducing new foods to children.
05.07 Identify ways to encourage positive food choices and good eating habits.
05.08 Describe and demonstrate feeding infants.
05.09 Plan, organize, and guide the food service program.
05.10 Supervise and evaluate food service personnel.

06.0 PLAN AND ORGANIZE A CHILD CARE CENTER THAT IS CONDUCIVE TO LEARNING AND APPROPRIATE FOR THE DEVELOPMENTAL STAGES OF CHILDREN -- The student will be able to:

06.01 Plan, organize and guide physical development of young children.
06.02 Plan, organize and guide intellectual development of young children.
06.03 Plan, organize and guide social and emotional development.
06.04 Plan and organize a developmental environment.
06.05 Plan, organize and guide appropriate activities to meet the needs of exceptional children.
06.06 Describe facilities, equipment, and instructional materials for children, including those with exceptionalities.
06.07 Identify organizations and agencies that provide services and assistance to exceptional children.
06.08 Develop and maintain child's records.
06.09 Plan and develop and implement center policies and rules.

07.0 INITIATE AND FACILITATE COMMUNICATION WITH COMMUNITY REPRESENTATIVES, STAFF, PARENTS, AND CHILDREN -- The student will be able to:

07.01 Plan and develop parent involvement activities.
07.02 Demonstrate communications skills with personnel, parents (family) and children.
07.03 Simulate staff, parent, and HRS communication in a crisis situation.
07.04 Identify ways to be an advocate for child care in the community.
07.05 Identify methods to represent and market child care centers in community.

08.0 DEMONSTRATE KNOWLEDGE OF ENTREPRENEURSHIP -- The student will be able to:

08.01 Define entrepreneurship.
08.02 Describe the importance of entrepreneurship to the American economy.
08.03 List the advantages and disadvantages of business ownership.
08.04 Identify the risks involved in ownership of a business.
08.05 Identify the necessary personal characteristics of a successful entrepreneurship.
08.06 Identify the business skills needed to operate a small business efficiently and effectively.
08.07 Describe the responsibility of the employer to support the business and industry.

09.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:
09.01 Conduct a job search.
09.02 Secure information about a job.
09.03 Identify documents that may be required when applying for a job.
09.04 Complete a job application form correctly.
09.05 Demonstrate competencies in job interview techniques.
09.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
09.07 Identify acceptable work habits.
09.08 Demonstrate knowledge of how to make job changes appropriately.
09.09 Demonstrate acceptable employee health habits.
09.10 Develop and write a resume.
09.11 Identify personal characteristics desired for working with people.

10.0 DEMONSTRATE AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK -- The student will be able to:

10.01 Define realistic expectations and/or goals for balancing family, school and work.
10.02 Identify available resources that can support school, work and family.
10.03 Demonstrate networking with support systems, including family and community agencies.
10.04 Describe ways of reducing stress in dual role lifestyles.
10.05 Apply the decision making process to specific problem related to balancing family, school and work.

CURRICULUM FRAMEWORK   PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION   EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Child Care Supervision

CODE NUMBER: Secondary 8503100   Postsecondary V200205

Florida CIP 0420.020201

SECONDARY SCHOOL CREDITS 5   COLLEGE CREDITS_____   POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ___7-9 X 9-12 X Postsecondary Adult Vocational

___ Postsecondary Vocational   X Other 30, 31

CERTIFICATION COVERAGE:

9-12	30-31
VOC HME EC @4	HOMEMAKING @2 @7 G
E CHILD ED @0	HOME EC 1 @ 2
GEN HME EC @4	GEN HME EC @ 4
PRIMARY ED B	PRESCH ED A
HOMEMAKING @2 ¢ 7	HOME ED OCC @7 G
HOME EC 1@2	PRIMARY ED B
HOME EC OCC ¢ 7	VOC HME EC @4
PRESCH ED A	E CHILD ED @0

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as child care supervisor, child care attendants (700816), child care aides (70081602), child care workers (70081602), Family Day Care Home Operator, teachers, preschool (092.277-018), preschool teachers (10203003), Clinic Day Care Centers workers (359.677-018), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, child growth and development; maintaining a safe, clean and healthy environment; nutrition; program planning and implementation of physical, intellectual, social and emotional development activities; behavior guidance techniques; child abuse and neglect; rules and regulations which govern child care; interpersonal relations; communication, employability skills and balancing family, school and work. Programs prepare individuals as child care personnel to assume major responsibilities for caring and guiding the development of preschool age children.

Child Care programs at the secondary and postsecondary levels now require completion of a core. The core for this program is Child Care Assisting (secondary level 850300; postsecondary adult level: V200201).

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment and materials appropriate to the program content and in accordance with high quality standards of the field. Activities provide instruction in the use of manipulative equipment; creative art and woodworking supplies; music, science equipment; dramatic play, outdoor playground, audiovisual equipment; housekeeping, food preparation equipment; and laundry equipment. Observation and supervised work experience with young children in a school laboratory or a community laboratory setting is an integral part of this program.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills for the secondary student. A local vocational student organization for the postsecondary student is an appropriate organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of the instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student; a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupations which the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is 750 hours. (450 hours core program; 300 specialization)

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify career and job opportunities.
02. Interpret and evaluate observation information.
03. Set up and maintain a safe, clean and healthy learning environment.
04. Apply principles of child development.
05. Plan and supervise an environment to encourage self-control.
06. Develop interpersonal relationships with staff.
07. Apply rules and regulations which govern child care.
08. Recognize and report child abuse and neglect in accordance with state regulations.
09. Create an environment of professionalism in the center.
10. Demonstrate employability skills.
11. Demonstrate leadership and organizational skills.

12. Plan and implement activities to encourag a child's physical development.
13. Plan and implement activities to encourage a child's intellectual development.
14. Plan and implement activities to advance children's social and emotional development.
15. Plan and implement a nutritious food service program.
16. Plan, implement and manage an effective child care program.
17. Demonstrate appropriate basic skills essential to working in child care supervision.
18. Demonstrate an awareness of the responsibilities associated with balancing family, school and work.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics POSTSECONDARY NUMBER: 8503100

COURSE TITLE: Child Care Supervision POSTSECONDARY NUMBER: V200205

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES -- The student will be able to:

01.01 Identify child care services jobs.
01.02 Identify resources for a job search.
01.03 Identify career options in the industry, such as entrepreneurship and franchise ownership.

02.0 INTERPRET AND EVALUATE OBSERVATION INFORMATION--The student will be able to:

02.01 Complete a case study of one child.
02.02 Interpret and evaluate case study information.
02.03 Determine appropriate ways to use observation information.
02.04 Participate in a parent/teacher conference based on case study.
02.05 Apply observation information in working with children.
02.06 Demonstrate appropriate procedures for keeping child/family records confidential.

03.0 SET UP AND MAINTAIN A SAFE, CLEAN AND HEALTHY LEARNING ENVIRONMENT --The student will be able to:

03.01 Assist children with personal hygiene.
03.02 Identify characteristics of a healthy environment.
03.03 Identify potential fire and safety hazards in a child care facility.
03.04 Identify safety and sanitation features in a child care facility.
03.05 Maintain a checklist for evaluating safety and sanitation features.
03.06 Demonstrate accident prevention.
03.07 Update certification for an approved First Aid and CPR class.
03.08 Conduct an evacuation drill.
03.09 Demonstrate proper use of a fire extinguisher.
03.10 Recognize symptoms of childhood illnesses.
03.11 Demonstrate communicable illness control in group settings.
03.12 Identify the need for immunization.
03.13 Care for sick or injured children.

04.0 APPLY PRINCIPLES OF CHILD DEVELOPMENT --The student will be able to:

04.01 Describe the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
04.02 Describe the physical, emotional, intellectual and social characteristics of children from birth through age twelve.
04.03 Explain how nutrition, environment, heredity, and disorders may influence the development of the child.

05.0 PLAN AND SUPERVISE AN ENVIRONMENT TO ENCOURAGE SELF-CONTROL -- The student will be able to:

05.01 Demonstrate methods of direct and indirect guidance to include routines, transitions and room arrangements.
05.02 Identify acceptable and unaacceptable methods of guiding behavior.
05.03 Demonstrate postiive guidance techniques for guiding behavior.
05.04 Demonstrate behavior toward children that is caring and nonabuse.

06.0 DEVELOP INTERPERSONAL RELATIONSHIPS WITH STAFF, PARENTS AND CHILDREN-- The student will be able to:

06.01 Assit with parental involvement activities.
06.02 Demonstrate good communication skills among personnel, children and parents.
06.03 Identify ways of communicating to parents about activities,schedules and progress reports.
06.04 Identify local community resources that serve families and children, to include health services.

07.0 APPLY RULES AND REGULATIONS WHICH GOVERN CHILD CARE -- The student will be able to:

07.01 Identify child care facilities that require licensing.
07.02 Identify the major areas of child day care standards.
07.03 Identify the local licensing agency and its responsibilities.
07.04 Identify local sources to contact for fire, sanitation and health regulations.
07.05 Identify state and local day care standards that govern child care.
07.06 Identify laws and ordinances that govern state and local licensing.
07.07 Identify state minimum standards for screening owners, operators, staff volunteers and others.
07.08 Identify current child care issues and proposed legislation which govern child care.
07.09 Identify information concerning child discipline in state rules (HRS 10 M-12.013).
07.10 Demonstrate compliance with rules and regulations governing child care centers.

08.0 RECOGNIZE AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS -- The student will be able to:

08.01 Describe physical abuse, physical neglect, sexual abuse and emotional maltreatment as degined by Florida law.
08.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
08.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
08.04 Identify the factors, multiphle forces and most common cause for child abuse and neglect.
08.05 Identify the characteristics of abusers.
08.06 Identify the impact and effects of child abuse and neglect.
08.07 Identify current legislation that deals with child abuse and negelct.
08.08 Describe legal requirements and protection of child care workers in reporting suspected child abuse or neglect according to Florida law.
08.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
08.10 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
08.11 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
08.12 Identify local community resources that provide help for the abused and the abuser.

09.0 CREATE AN ENVIRONMENT OF PROFESSIONALISM IN THE CENTER -- The student will be able to:

09.01 Identify factors that aid professional growth in a child caregiver.

09.02 Develop a self-improvement activity related to professionalism.
09.03 Identify opportuntities for continuing education.
09.04 Complete a self-evaluation.

10.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

10.01 Conduct a job search.
10.02 Secure information about a job.
10.03 Identify documents that may be required when applying for a job.
10.04 Complete a job application form correctly.
10.05 Demonstrate competencies in job interview techniques.
10.06 Identify or demonstrate appropriate response to criticism from employer, supervisor, or other persons.
10.07 Identify acceptable work habits.
10.08 Demonstrate knowlege of how to make job changes appropriately.
10.09 Demonstrate acceptable employee health habits.
10.10 Develop and write a resume.
10.11 Identify personal characteristics desired for work with people.

11.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

11.01 Identify professional, labor and student organizations.
11.02 Identify purposes and functions of professional and student organizations.
11.03 Identify roles and responsibilities of members.
11.04 Work cooperatively as a group member to achieve orgnaizational goals.
11.05 Demonstrate confidence in leadership roles and organziational goals.
11.06 Demonstrate commitment to acheive organizational goals.
11.07 Develop a personal growth project related to organizational skills.

12.0 PLAN AND IMPLEMENT ACTIVITIES TO ADVANCE A CHILD'S PHYSICAL DEVELOPMENT -- The student will be able to:

12.01 Guide age-appropriate gross motor activities.
12.02 Implement age-appropriate gross motor activities.
12.03 Guide age-appropriate fine motor activities.
12.04 Implement age-appropriate fine motor activities.
12.05 Guide age-appropriate creative movement activities.
12.06 Implement age-appropriate creative movement activities.
12.07 Evaluate physical readiness for various physical development activities.
12.08 Evaluate equipment and materials appropriate for physical activities.

13.0 PLAN AND IMPLEMENT ACTIVITIES TO ENCOURAGE A CHILD'S INTELLECTUAL DEVELOPMENT -- The student will be able to:

13.01 Guide age-appropriate language activities.
13.02 Implement age-appropriate language activities.
13.03 Guide age-appropriate music activities.
13.04 Implement age-appropriate music activities.
13.05 Guide age-appropriate art activities.
13.06 Implement age-appropriate art activities.
13.07 Guide age-appropriate math activities.
13.08 Implement age-appropriate math activities.
13.09 Guide age-appropriate science activities.
13.10 Implement age-appropriate science activities.
13.11 Guide age-appropriate social studies activities.
13.12 Implement age-appropriate social studies activities.
13.13 Evaluate cognitive readiness.

13.14 Demonstrate storytelling skills and techniques.

14.0 PLAN AND IMPLEMENT ACTIVITIES TO ENCOURAGE A CHILD'S SOCIAL AND EMOTIONAL DEVELOPMENT -- The student will be able to:

14.01 Guide age-appropriate individual activities which foster the child's self-concept, self-sufficiency and cultural identity.
14.02 Implement age-appropriate individual activities which foster the child's self-concept, self-sufficiency and cultural identity.
14.03 Guide age-appropriate group activities which foster cooperation, sharing, fun, courtesy and respect.
14.04 Implement age-appropriate group activities which foster cooperation, sharing, fun, courtesy and respect.
14.05 Evaluate social and emotional readiness.

15.0 PLAN AND IMPLEMENT A NUTRITIOUS FOOD SERVICE PROGRAM -- The student will be able to:

15.01 Guide age-appropriate food preparation and nutrition education activities.
15.02 Implement age-appropriate food preparation and nutrition education activities.
15.03 Evaluate food service program.

16.0 PLAN, IMPLEMENT AND MANAGE AN EFFECTIVE CHILD CARE PROGRAM -- The student will be able to:

16.01 Identify several contemporary models of early childhood programming utilized with preschool children.
16.02 Describe the different types of programs for young children by differentiating between a planned and self-discovery curriculum and between a content and a process curriculum.
16.03 Identify and demonstrate effective methods utilized for teaching preschool children.
16.04 Inventory tools, equipment, supplies and teaching materials.
16.05 Develop lesson plans.

17.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN CHILD CARE SUPERVISION -- The student will be able to:

17.01 Identify the mathematic knowledge, skills and attitudes necessary to perform the occupation tasks.
17.02 Identify the communication knowledge, skills and attitudes necessary to perform the occupation tasks.
17.03 Identify the scientific skills, knowledge and attitudes necessary to perform the occupation tasks.
17.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
17.05 Demonstrate communication competencies necessary to perform the occupation tasks.
17.06 Demonstrate scientific competencies necessary to perform the occupation tasks.
17.07 Identify the exemplary behavior and social skills needed as a role model for children.
17.08 Demonstrate the exemplary behavior and social skills needed as a role model for children.

18.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK-- The student will be able to:

18.01 Define realistic expectations and/or goals for balancing family, school and work.
18.02 Identify available resources that can support school, work and family.

18.03 Demonstrate networking with support systems, including family and community agencies.
18.04 Describe ways of reducing stress in dual role lifestyles.
18.05 Apply the decision making process to specific problems related to balancing family, school and work.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY COURSE NUMBER: 8503110

PROGRAM TITLE: Child Care Supervision PROGRAM NUMBER: 8503100

COURSE TITLE: Child Care Supervision 1 POSTSECONDARY COURSE NUMBER: V200225

COURSE DESCRIPTION: The purpose of this course is to assist students to identify various observation and recording methods; to maintain a safe, clean and healthy learning environment; to guide physical, intellectual, social and emotional development activities; to assist with the food service program; to use appropriate guidance and discipline techniques; and to demonstrate the exemplary behavior and social skills needed as a role model for children.

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES -- The student will be able to:

01.01 Identify child care services jobs.
01.02 Identify resources for a job search.
01.03 Identify career options in the industry, such as entrepreneurship and franchise ownership.

02.0 INTERPRET AND EVALUATE OBSERVATION INFORMATION--The student will be able to:

02.01 Complete a case study of one child.
02.02 Interpret and evaluate case study information.
02.03 Determine appropriate ways to use observation information.
02.04 Complete a developmental evaluation of one child.
02.05 Apply observation information in working with childrn.
02.06 Demonstrate appropriate procedures for keeping child/family records confidential.

03.0 SET UP AND MAINTAIN A SAFE, CLEAN AND HEALTHY LEARNING ENVIRONMENT --The student will be able to:

03.01 Assist children with personal hygiene.
03.02 Identify characteristics of a healthy environment.
03.03 Identify potential fire and safety hazards in a child care facility.
03.04 Identify safety and sanitation features in a child care facility.
03.05 Maintain a checklist for evaluating safety and sanitation features.
03.06 Demonstrate accident prevention.
03.07 Update certification for an approved First Aid and CPR class.
03.08 Conduct an evacuation drill.
03.09 Demonstrate proper use of a fire extinguisher.
03.10 Recognize symptoms of childhood illnesses.
03.11 Demonstrate communicable illness control in group settings.
03.12 Identify the need for immunization.
03.13 Care for sick or injured children.

04.0 APPLY PRINCIPLES OF CHILD DEVELOPMENT --The student will be able to:

04.01 Describe the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.

04.02 Describe the physical, emotional, intellectual and social characteristics of children from birth through age twelve.
04.03 Explain how nutrition, environment, heredity, and disorders may influence the development of the child.

12.0 PLAN AND IMPLEMENT ACTIVITIES TO ENCOURAGE A CHIILD'S PHYSICAL DEVELOPMENT -- The student will be able to:

12.01 Guide age-appropriate gross motor activities.
12.03 Guide age-appropriate fine motor activities.
12.05 Guide age-appropriate creative movement activities.

13.0 PLAN AND IMPLEMENT ACTIVITIES TO ENCOURAGE A CHILD'S INTELLECTUAL DEVELOPMENT -- The student will be able to:

13.01 Guide age-appropriate language activities.
13.03 Guide age-appropriate music activities.
13.05 Guide age-appropriate art activities.
13.07 Guide age-appropriate math activities.
13.09 Guide age-appropriate science activities.
13.11 Guide age-appropriate social studies activities.

14.0 PLAN AND IMPLEMENT ACTIVITIES TO ENCOURAGE A CHILD'S SOCIAL AND EMOTIONAL DEVELOPMENT -- The student will be able to:

14.01 Guide age-appropriate individual activities which foster the child's self-concept, self-sufficiency and cultural identity.
14.03 Guide age-appropriate group activities which foster cooperation, sharing, fun, courtesy and respect.

15.0 PLAN AND IMPLEMENT AND NUTRITIOUS FOOD SERVICE PROGRAM -- The student will be able to:

15.01 Guide age-appropriate food preparation and nutrition education activities.

16.0 PLAN, IMPLEMENT AND MANAGE AN EFFECTIVE CHILD CARE PROGRAM -- The student will be able to:

16.01 Identify several contemporary models of early childhood programming utilized with preschool children.
16.03 Identify and demonstrate effective methods utilized for teaching preschool children.
16.04 Inventory tools, equipment, supplies and teaching materials.
16.05 Develop lesson plans.

17.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN CHILD CARE SUPERVISION -- The student will be able to:

17.01 Identify the mathematic knowledge, skills and attitudes necessary to perform the occupation tasks.
17.02 Identify the communication knowledge, skills and attitudes necessary to perform the occupation tasks.
17.03 Identify the scientific skills, knowledge and attitudes necessary to perform the occupation tasks.
17.05 Demonstrate communication competencies necessary to perform the occupation tasks.

18.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILTIIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK -- The student will be able to:

18.01 Define realistic expectations and/or golas for balancing family, school and work.
18.02 Identify available resources that can support school, work and

family.
18.03 Demonstrate networking with support systems, including family and community agencies.
18.04 Describe ways of reducing stress in dual role lifestyles.
18.05 Apply the decision making process to specific problem related to balancing family, school and work.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics COURSE CREDIT: 1

PROGRAM TITLE: Child Care Supervision COURSE NUMBER: 8503120

COURSE TITLE: Child Care Supervision 2 POSTSECONDARY NUMBER: V200235

COURSE DESCRIPTION: The purpose of this course is to assist students to guide young children in physical, intellectual, social and emotional development activities; to demonstrate communication and employability skills and to maintain professionalism.

18.0 IMPLEMENT PHYSICAL DEVELOPMENT ACTIVITIES -- The student will be able to:

18.02 Implement age-appropriate gross motor activities.
18.04 Implement age-appropriate fine motor activities.
18.06 Implement age-appropriate creative movement activities.
18.07 Evaluate physical readiness for various physical development activities.
18.08 Evaluate equipment and materials appropriate for physical activities.

19.0 IMPLEMENT INTELLECTUAL DEVELOPMENT ACTIVITIES -- The student will be able to:

19.02 Implement age-appropriate language activities.
19.04 Implement age-appropriate music activities.
19.06 Implement age-appropriate art activities.
19.08 Implement age-appropriate math activities.
19.10 Implement age-appropriate science activities.
19.12 Implement age-appropriate social studies activities.
19.13 Evaluate cognitive readiness.
19.14 Demonstrate storytelling skills and techniques.

20.0 IMPLEMENT INDIVIDUAL AND GROUP ACTIVITIES WHICH FOSTER SOCIAL AND EMOTIONAL DEVELOPMENT -- The student will be able to:

20.02 Implement age-appropriate individual activities which foster the child's self-concept, self-sufficiency and cultural identity.
20.04 Implement age-appropriate group activities which foster cooperation, sharing, fun, courtesy and respect.
20.05 Evaluate social and emotional readiness.

21.0 IMPLEMENT THE FOOD SERVICE PROGRAM -- The student will be able to:

21.02 Implement age-appropriate food preparation and nutrition education activities.
21.03 Evaluate food service program.

22.0 IMPLEMENT THE CHILD CARE PROGRAM -- The student will be able to:

22.02 Describe the different types of programs for young children by differentiating between a planned and self-discovery curriculum and between a content and a process curriculum.

23.0 IMPLEMENT HEALTH, WELLBEING, AND SAFETY ACTIVITIES -- The student will be able to:

23.03 Implement activities that foster the health and wellbeing of the child.
23.06 Implement activities that teach safety to children.
23.07 Evaluate health, wellbeing, and safety needs of the young child.

24.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN CHILD CARE SUPERVISION -- The student will be able to:

24.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
24.05 Demonstrate communication competencies necessary to perform the occupation tasks.
24.06 Demonstrate scientific competencies necessary to perform the occupation tasks.
24.08 Demonstrate the exemplary behavior and social skills needed as a role model for children.

CURRICULUM FRAMEWORK　　PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION　　EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Child Development and Education

CODE NUMBER: Secondary ____________ Postsecondary _________

Florida CIP 0420.020203

SECONDARY SCHOOL CREDITS ____ COLLEGE CREDITS X POSTSECONDARY ADULT VOCATIONAL CREDITS ______

APPLICABLE LEVEL(S): ____ 7-9 ____ 9-12 ____ Postsecondary Adult Vocational

X Postsecondary Vocational ______ Other _______

CERTIFICATION COVERAGE:

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as child development center teachers, child development curriculum coordinators, or preschool teachers. Students may select an emphasis which will prepare them for employment in centers serving children with special needs, in centers serving school-age children, or as child development nannies. This program may also provide supplementary training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, child growth and development; creating and maintaining a safe, healthy learning environment; nutrition education; program planning and implementation of activities which foster physical development, cognitive, social and effective development, guidance and management techniques; identification and reporting of child abuse and neglect and implementation of rules and regulations; and communication and employability skills. Programs prepare individuals to assume major responsibilities for long range planning for the care, education and guidance of children.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting to integrate theory and practice. Observation and supervised work experience with children in a school laboratory and/or a community laboratory setting are an integral part of this program. Developmentally appropriate activities will focus on such areas as: language development; social competency; physical development; problem solving, and guidance and management techniques for home and classroom.

III. SPECIAL NOTE: Students may select a special emphasis with the Child Development and Education Program: field placements will reflect a student's special emphasis.

In order for this program/course to be transferable between institutions, it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The typical length of this program for the average achieving student is an associate degree.

The concern for balancing work and family responsibilities is addressed as an employability skills.

Students will be encouraged to participate in organizations which are consistent with their professional goals.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate various observations and recording methods.
02. Guide physical development.
03. Guide cognitive development.
04. Guide creative development.
05. Guide social and effective development.
06. Demonstrate knowledge of safety, health and nutrition.
07. Demonstrate knowledge of early childhood education.
08. Use appropriate methods of guidance and classroom management.
09. Communicate with staff, parents and children.
10. Demonstrate professionalism.
11. Demonstrate knowledge of state and local rules and regulations.
12. Identify and report child abuse in accordance with state regulations.
13. Demonstrate knowledge of entrepreneurship.
14. Demonstrate employability skills.

STUDENT PERFORMANCE STANDARDS   EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics   SECONDARY NUMBER: __________

PROGRAM TITLE: Child Development and Education   POSTSECONDARY NUMBER: 0420.020203

01.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

01.01 Complete an observational record of one child.
01.02 Distinguish between collection and interpretation of data.
01.03 Apply observational information in working with children.
01.04 Identify and us appropriate appraisal methods.

02.0 GUIDE PHYSICAL DEVELOPMENT--The student will be able to:

02.01 Demonstrate knowledge of physical development.
02.02 Plan developmentally appropriate gross motor activities.
02.03 Implement developmentally appropriate gross motor activities.
02.04 Plan developmentally appropriate fine motor activities.
02.05 Implement developmentally appropriate fine motor activities.
02.06 Identify appropriate equipment and materials for physical development.
02.07 Collect data on physical development.

03.0 GUIDE COGNITIVE DEVELOPMENT--The student will be able to:

03.01 Plan developmentally appropriate language activities.
03.02 Implement developmentally appropriate language activities.
03.03 Plan developmentally appropriate math activities.
03.04 Implement developmentally appropriate math activities.
03.05 Plan developmentally appropriate science activities.
03.06 Implement developmentally appropriate science activities.
03.07 Plan developmentally appropriate social science activities.
03.08 Implement developmentally appropriate social science activities.
03.09 Plan critical thinking and problem solving activities.
03.10 Implement critical thinking and problem solving activities.
03.11 Collect data on cognitive development.

04.0 GUIDE CREATIVE DEVELOPMENT--The student will be able to:

04.01 Plan developmentally appropriate music activities.
04.02 Implement developmentally appropriate music activities.
04.03 Plan developmentally appropriate art activities.
04.04 Implement developmentally appropriate art activities.
04.05 Plan developmentally appropriate creative movement activities.
04.06 Implement developmentally appropriate creative movement activities.
04.07 Collect data on creative development.

05.0 GUIDE SOCIAL AND EFFECTIVE DEVELOPMENT--The student will be able to:

05.01 Plan activities which help children to develop interpersonal skills.
05.02 Implement activities which help children to develop interpersonal skills.
05.03 Plan developmentally appropriate self-concept activities.
05.04 Implement developmentally appropriate self-concept activities.
05.05 Plan developmentally appropriate activities which promote multicultural understanding.
05.06 Implement developmentally appropriate activities which promote multicultural understanding.

05.07 Plan activities which help children to gain developmentally appropriate awareness of, and understanding of, expressive beliefs and behaviors.
05.08 Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, expressive beliefs and behaviors.
05.09 Plan activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
05.10 Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
05.11 Plan developmentally appropriate dramatic play activities.
05.12 Implement developmentally appropriate dramatic play activities.
05.13 Plan developmentally appropriate group activities.
05.14 Implement developmentally appropriate group activities.
05.15 Collect data on social and affective development.

06.0 DEMONSTRATE KNOWLEDGE OF SAFETY, HEALTH, AND NUTRITION--The student will be able to:

06.01 Plan developmentally appropriate safety activities.
06.02 Implement developmentally appropriate safety activities.
06.03 Plan developmentally appropriate health activities.
06.04 Implement developmentally appropriate health activities.
06.05 Plan developmentally appropriate food preparation and nutrition education activities.
06.06 Implement developmentally appropriate food preparation and nutrition education activities.
06.07 Collect data on safety, health, and nutrition.

07.0 DEMONSTRATE KNOWLEDGE OF EARLY CHILDHOOD EDUCATION--The student will be able to:

07.01 Discuss the rationale for child development services today.
07.02 List the characteristics of a quality child development program.
07.03 Describe the philosophy and policies of the child development center.
07.04 Demonstrate knowledge of the historical, philosophical, psychological, and sociological foundations of early childhood education.
07.05 Identify contemporary models of early childhood programs.
07.06 Demonstrate knowledge of child growth and development.
07.07 Demonstrate knowledge of children with special needs.
07.08 Develop plans to meet long-and short-term goals.
07.09 Implement plans to meet long-and short-term goals.
07.10 Identify appropriate teaching techniques to meet various learning styles.
07.11 Identify developmentaly appropriate supplies and teaching materials.
07.12 Arrange learning centers for a variety of activities.
07.13 Plan developmentally appropriate special events such as field trips, resource people, and holiday programs.
07.14 Implement developmentally appropriate special events.
07.15 Maintain children's records.
07.16 Demonstrate knowledge of the importance of play in children's development.

08.0 USE APPROPRIATE METHODS OF GUIDANCE AND CLASSROOM MANAGEMENT--The student will be able to:

08.01 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangement.
08.02 Implement developmentally appropriate classroom management

strategies such as routines and schedules.
08.03 Demonstrate positive guidance techniques.

09.0 COMMUNICATE WITH STAFF, PARENTS, AND CHILDREN--The student will be able to:

09.01 Plan parent involvement activities.
09.02 Implement parent involvement activities.
09.03 Demonstrate interpersonal skills.
09.04 Demonstrate staff and family communications.
09.05 Demonstrate knowledge of the social, economic, and political forces which have an impact on the lives of children and their families.

10.0 DEMONSTRATE PROFESSIONALISM--The student will be able to:
10.01 Identify and defend a personal philosophy of early childhood education.
10.02 Identify and demonstrate professional behavior.
10.03 Complete a self-evaluation.
10.04 Plan and implement a self-improvement plan related to professional development.
10.05 Identify the professional organizations in the field and the goals and responsibilities of their members.

11.0 DEMONSTRATE KNOWLEDGE OF STATE AND LOCAL RULES AND REGULATIONS--The student will be able to:

11.01 Identify the major areas of Child Care standards in Florida.
11.02 Identify child care facilities that require licensing.
11.03 Identify the local licensing agency and list responsibilities of this agency.
11.04 Identify local day care standards that govern child care.
11.05 Identify state minimal standards for screening of owners, operators, staff volunteers, and others.

12.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS--The student will be able to:

12.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida Law.
12.02 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
12.03 Identify the most common causes for child abuse and neglect.
12.04 Identify the impact and effects of child abuse and neglect.
12.05 Identify current legislation that deals with child abuse and neglect.
12.06 Describe Florida Law as to the legal requirements and protection of child care workers in reporting suspected child abuse or neglect.
12.07 Identify state and local procedures for reporting child abuse and neglect.
12.08 Identify and demonstrate the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
12.09 Identify local community resources that provide help for the abused and the abuser.

13.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

13.01 Define entrepreneurship.
13.02 Describe the importance of entrepreneurship to the American economy.
13.03 List the advantages and disadvantages of business ownership.

13.04 Identify the risks involved in ownership of a business.
13.05 Identify the necessary personal characteristics of a successful entrepreneurship.
13.06 Identify the business skills needed to operate a small business efficiently and effectively.
13.07 Describe the responsibility of the employer to support the busines and industry.

14.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

14.01 Conduct a job search.
14.02 Secure information about a job.
14.03 Identify documents that may be required when applying for a job.
14.04 Complete a job application form correctly.
14.05 Demonstrate competencies in job interview techniques.
14.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
14.07 Identify acceptable work habits.
14.08 Demonstrate knowledge of how to make job changes appropriately.
14.09 Demonstrate acceptable employee health habits.
14.10 Develop and write a resume.
14.11 Identify personal characteristics desired for working with people.

CURRICULUM FRAMEWORK | PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION | EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Child Development Early Intervention

CODE NUMBER: Secondary ________ Postsecondary ________

Florida CIP 0420.020204

SECONDARY SCHOOL CREDITS ____ COLLEGE CREDITS X POSTSECONDARY ADULT VOCATIONAL CREDITS ______

APPLICABLE LEVEL(S): ____7-9 ____9-12 ____Postsecondary Adult Vocational

X Postsecondary Vocational Certificate ____Other 30, 31

CERTIFICATION COVERAGE:

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this program is to prepare students for employment as child development early intervention associates, paraprofessionals who work in settings for infants and young children with disabling conditions, or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, child development early childhood education; establishing and maintaining a safe, clean, healthy learning environment, guidance techniques and classroom management; communication; identification and reporting of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities, and employability skills. Programs prepare individuals to assume major care giving, educational, and maintenance responsibilities within home or center-based programs under the supervision of a lead teacher or supervisor.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks that are relevant to the occcupation the student has chosen as a career goal.

In accordance with Section 240.149 F.S., the minimum basic skills grade level required for the postsecondary adult vocational program: Mathematics, 8.0, Language 8.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is 600 hours.

The concern for balancing work and family responsibilities is addressed as an employability skill.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting to integrate theory and practice. Observation and supervised work experiences in a school laboratory and/or a community laboratory setting are an integral part of this program and will focus on areas such as: early childhood education; establishing and maintaining a safe, clean, healthy learning environment; behavior guidance techniques, and classroom management; communication; nutrition; family interaction; professional responsibilities, and employability skills.

III. SPECIAL NOTE: Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Florida Association for Children Under Six, National Association for the Education of Young Children, and The Center for Early Childhood.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate knowledge of child growth and development.
02. Demonstrate knowledge of disabling conditions and their effect on child growth and development.
03. Demonstrate knowledge of early childhood education.
04. Guide physical development.
05. Guide cognitive, language and literacy development.
06. Guide creative development.
07. Guide social, self help and affective development.
08. Demonstrate knowledge of appropriate methods of guidance and classroom management.
09. Initiate and facilitate positive interaction with the child's family.
10. Demonstrate knowledge of safety, health and nutrition.
11. Demonstrate knowledge of state and local regulations which govern child care.
12. Identify and report child abuse and neglect in accordance with state regulations.
13. Demonstrate knowledge of community needs and resources.
14. Demonstrate professionalism.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993
PROGRAM AREA: Home Economics POSTSECONDARY NUMBER: 0420.020204
COURSE TITLE: Child Development Early Intervention

01.0 DEMONSTRATE KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT -- The student will be able to:

01.01 Describe the principles of child growth development.
01.02 Describe the physical, emotional, intellectual, and social development of children from birth through age eight.
01.03 Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence the development of the child.
01.04 Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding child growth and development.
01.05 Demonstrate the ability to list and discuss the developmental milestones of children, birth through age eight.

02.0 DEMONSTRATE KNOWLEDGE OF DISABLING CONDITIONS AND THEIR EFFECT ON DEVELOPMENT -- The student will be able to:

02.01 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
02.02 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major: fine motor,; gross motor; cognitive; social/emotional; and self-help.
02.03 Discuss behavioral characteristics of children, birth through age eight who display mild, moderate and profound disabling conditions.
02.04 Identify interdisciplinary personnel and discuss specific contributions that interdisciplinary team members can make to the education, treatment and developmental programming of children, birth to age eight, with disabling conditions.
02.05 Target specific conditions that may require referral to interdisciplinary team members and/or other community resources for evaluation and/or program recommendations when needed.
02.06 Report accurate and descriptive information to lead teacher and/or interdisciplinary team members regarding behaviors of, and progress made by children with disabling conditions, birth through age eight.

03.0 DEMONSTRATE KNOWLEDGE OF EARLY CHILDHOOD EDUCATION -- The student will be able to:

03.01 Describe the relationship of child development center philosophy and policy to program implementation.
03.02 Identify contemporary models of early childhood programs.
03.03 Demonstrate knowledge of appropriate scheduling and program planning.
03.04 Identify appropriate teaching techniques to meet various learning styles, and/or disabling conditions.
03.05 Design, construct, and/or adapt developmentally appropriate supplies and teaching materials.
03.06 Arrange learning centers for a variety of activities.
03.07 Implement developmentally appropriate special events.
03.08 Maintain children's records.
03.09 Demonstrate knowledge of the importance of play in children's development.
03.10 Support and implement positive child/adult interaction.

04.0 GUIDE PHYSICAL DEVELOPMENT -- The student will be able to:

04.01 Demonstrate knowledge of physical development.
04.02 Implement developmentally appropriate gross motor activities.
04.04 Identify appropriate equipment, materials, and space for physical development.
04.05 Under direction, utilize appropriate adaptive equipment and positioning techniques.
04.06 Demonstrate observation techniques and collect data on physical development.

05.0 GUIDE COGNITIVE LANGUAGE AND LITERACY DEVELOPMENT -- The student will be able to:

05.01 Demonstrate knowledge of cognitive, language, and literacy development.
05.02 Implement developmentally appropriate language, literacy, and sensory activities.
05.03 Implement developmentally appropriate math activities.
05.04 Implement developmentally appropriate science activities.
05.05 Implement developmentally appropriate social science activities.
05.06 Implement problem solving activities which foster critical thinking skills.
05.07 Recognize and utilize alternative forms of communication when necessary.
05.08 Demonstrate observation techniques and collect data on cognitive, language, literacy, and sensory development.

06.0 GUIDE CREATIVE DEVELOPMENT -- The student will be able to:

06.01 Demonstrate knowledge of creative development.
06.02 Implement developmentally appropriate music activities.
06.03 Implement developmentally appropriate art activities.
06.04 Implement developmentally appropriate creative movement activities.
06.05 Demonstrate observation techniques and collect data on creative development.

07.0 GUIDE SOCIAL AND AFFECTIVE DEVELOPMENT -- The student will be able to:

07.01 Demonstrate knowledge of social and affective development.
07.02 Implement activities which help children to develop interpersonal skills.
07.03 Implement developmentally appropriate self-concept activities.
07.04 Implement developmentally appropriate activities which promote multicultural understanding.
07.05 Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
07.06 Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
07.07 Implement developmentally appropriate dramatic play activities.
07.08 Implement developmentally appropriate group and individual activities.
07.09 Demonstrate observation techniques and collect data on social and affective development.

08. DEMONSTRATE KNOWLEDGE OF APPROPRIATE METHODS OF GUIDANCE AND CLASSROOM MANAGEMENT -- The student will be able to:

08.01 Demonstrate developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement. Child Development

08.02 Implement and foster a child-centered classroom based on nurturing and guidance.
08.03 List and discuss important variables in the background of children, birth through age eight, which might contribute to problem behavior, including but limited to, physical, psychological, and behavioral factors.
08.04 Demonstrate positive guidance techniques.

09.0 INITIATE AND FACILITATE POSITIVE INTERACTION WITH THE FAMILY -- The student will be able to:

09.01 Recognize the family as the primary provider for the child, having the ultimate approval; as primarily responsible for the care and development of the child, and support family members in this endeavor.
09.02 Recognize and be sensitive to varying family structures and families in transition.
09.03 Demonstrate knowledge of the social, economic, cultural, linguistic, and political forces which have an impact in the lives of children and their families.
09.04 Implement family involvement activities.
09.05 Demonstrate interpersonal skills.
09.06 Demonstrate positive and productive staff and family interactions.

10.0 DEMONSTRATE KNOWLEDGE OF SAFETY, HEALTH AND NUTRITION -- The student will be able to:

10.01 Demonstrate good health and safety habits and identify potential hazards in a child development facility.
10.02 Be certified in Infant/Child First Aid and Pediatric CPR and demonstrate maintenance of skills regularly.
10.03 Identify accidents common to children and perform appropriate first aid techniques.
10.04 Outline the steps to be taken in case of seizures, accidents or injury to a child.
10.05 Identify regulations and procedures for fire and other disasters.
10.06 Identify evacuation procedures.
10.07 Maintain a prepared, current list of phone numbers for contacting parents and emergency services such as poison control, fire and police, and medical assistance.
10.08 Demonstrate knowledge of specialized health care and environmental requirements.
10.09 Implement developmentally appropriate positioning and handling strategies for children with disabilities.
10.10 Implement developmentally appropriate safety activities.
10.11 Implement developmentally appropriate food preparation and nutrition education activities.
10.12 Demonstrate observation techniques and collect data on safety, health, and nutrition.
10.13 Recognize drug reactions and take appropriate follow up action.
10.14 Demonstrate observation techniques and collect data on safety, health, and nutrition.

11.0 DEMONSTRATE KNOWLEDGE OF FEDERAL/STATE LEGISLATION, AND LOCAL REGULATIONS WHICH GOVERN CHILD CARE -- The student will be able to:

11.01 Identify current regulations and legislation affecting education and care of young children.
11.02 Identify the major areas of child care standards in Florida.
11.03 Identify child care facilities that require licensing.
11.04 Identify local day care standards that govern child
11.05 Identify the local licensing agency and list responsibilities of this agency.
11.06 Identify state minimal standards for screening of owners,

operators, staff volunteers, and others.

12.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS -- The student will be able to:

12.01 Define physical abuse, physical neglect, sexual abuse, and emotional mistreatment as defined by Florida law.
12.02 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
12.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
12.04 Identify the impact and effects of child abuse and neglect on children, families and society.
12.05 Identify current legislation that deals with child abuse and neglect.
12.06 Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
12.07 Identify state and local guidelines and procedures for reporting child abuse and neglect.
12.08 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
12.09 Identify local community resources that provide help for the abused and the abuser.
12.10 Demonstrate the appropriate procedures for reporting suspected child abuse and neglect.

13.0 DEMONSTRATE KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES -- The student will be able to:

13.01 Identify state organizations and agencies that serve children and families.
13.02 Identify local community resources that serve children and families.
13.03 Identify purposes and functions of local community resources.
13.04 Identify organizations and agencies that provide services and assistance to children with disabilities and their families.
13.05 Demonstrate the ability to access community resources.

14.0 DEMONSTRATE PROFESSIONALISM -- The student will be able to:

14.01 Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices.
14.02 Identify and demonstrate professional behavior including but not limited to ethics and confidentiality.
14.03 Participate as a positive and productive team member and role model.
14.04 Complete an evaluation of self.
14.05 Plan and implement a self-improvement plan related to professional development.
14.06 Identify the professional organizations in the field and the goals and responsibilities of their members.
14.07 Maintain personal physical and mental health.
14.08 Participate as an advocate for issues related to children and families.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Cooperative Home Economics Education - OJT

CODE NUMBER: Secondary 8500410 Postsecondary V209999

Florida CIP 0420.9999CP

SECONDARY
SCHOOL CREDITS Multiple COLLEGE CREDITS___ POSTSECONDARY ADULT
VOCATIONAL CREDITS ______

APPLICABLE LEVEL(S): ____7-9 ____9-12 ____ Postsecondary Adult Vocational

_____ Postsecondary Vocational X Other 10-12, 30, 31

CERTIFICATION COVERAGE: 10-12:
HOMEMAKING @2 ¢ 7 GEN HME EC @2 @4
HOME EC 1 @ 2 VOC HME EC @4
HME EC OCC ¢ 7 G ¶ ANY HOME EC/TC COOP ED E G
HOME EC 1 /TC COOP Ed E

30-31:
HOME EC OCC @7 G VOC HME EC @4
HOMEMAKING @2 @7 G HOME EC 1 @ 2
ANY HOME EC/TC COOP ED E G GEN HME EC @2 @4

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is used to prepare students for employment in home economics wage earning occupations. On-the-job experiences are provided as a part of a job for employment in the occupation chosen by the student as a career or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program. On-the-job supervision is provided by the cooperative education teacher and the employer. This method of delivery is not intended for supplemental vocational course instruction and shall not be claimed for supplemental FTE purposes.

II. LABORATORY ACTIVITIES: A work station is provided as required to support the on-the-job training activities of the student.

III. SPECIAL NOTE: FHA/HERO is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instruction course.

For the on-the-job training component, the following is required for each student: a training plan, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.

In order for this program/course to be transferable between institutions, it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

Cooperative Home Economics Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Perform designated job skills.
02. Demonstrate work ethics.

STUDENT PERFORMANCE STANDARDS

EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics

SECONDARY NUMBER: 8500410

COURSE TITLE: Cooperative Home Economics

POSTSECONDARY NUMBER: V209995

01.0 PERFORM DESIGNATED JOB SKILLS -- The student will be able to:

01.01 Perform tasks as outlined in the training plan.
01.02 Demonstrate job performance skills.
01.03 Demonstrate safety procedures on the job.
01.04 Maintain appropriate records.
01.05 Attain an acceptable level of productivity.
01.06 Demonstrate appropriate dress and grooming habits.

02.0 DEMONSTRATE WORK ETHICS -- The student will be able to:

02.01 Follow directions.
02.02 Demonstrate good human relations skills on the job.
02.03 Demonstrate good work habits.
02.04 Demonstrate acceptable business ethics.

CURRICULUM FRAMEWORK | PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION | EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Custodial Services

CODE NUMBER: Secondary ____________ Postsecondary V200604

Florida CIP 0420.060400

SECONDARY SCHOOL CREDITS ___ COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS __x__

APPLICABLE LEVEL(S):____7-9 ____9-12 X Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE:
VOC HME EC @2 @4
HOMEMAKING @2 @7 G
GEN HME EC @2 @4
CUSTODIAL @7 G
BLDG MAINT @7 G
HOME EC 1 @ 2
HOME EC OCC @7 G

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as janitors and cleaners, housekeepers, hotel and motel (70080610), supervisors, janitorial services (381.137-010), supervisors, cleaning (699.137-010),machine operators (891.685-010) or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, using and caring for tools, dusting, wet mopping, scrubbing, waxing and refinishing surfaces, cleaning toilets, windows and walls, applying various cleaning agents, protective coatings and disinfectants, scheduling work, and purchasing custodial supplies.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of equipment including aluminum window wands, braces and bits, carpenters plane, clothes dryer, scrub and buffer machinery, miterboxes, mixing hoes, mop carts and mop buckets.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered.

In order for this program/course to be transferable between institutions, it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is 150 hours.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The concern for balancing work and family responsibilities is addressed as an employability skill.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify job and career opportunities.
02. Demonstrate employability skills.
03. Select, use, and store custodial equipment and supplies.
04. Demonstrate safety, sanitation, and security skills.
05. Demonstrate custodial procedures.
06. Perform outside maintenance duties.
07. Maintain the heating, cooling, and ventilating systems.
08. Perform minor repairs and maintenance.
09. Identify the federal, state, and local laws and agencies that affect the custodial services area.
10. Apply principles of management.
11. Perform supportive duties.
12. Demonstrate an understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993
PROGRAM AREA: Home Economics SECONDARY NUMBER: ________
COURSE TITLE: Custodial Services POSTSECONDARY NUMBER: V200604

01.0 IDENTIFY JOB AND CAREER OPPORTUNITIES -- The student will be able to:

01.01 Analyze personal and professional qualities need for employment.
01.02 Survey employment and career opportunities from job descriptions.
01.03 List employment opportunities and training needs.
01.04 Identify job responsibilities.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

02.01 Conduct a job search.
02.02 Secure information about a job.
02.03 Identify documents that may be required when applying for a job.
02.04 Complete a job application form correctly.
02.05 Demonstrate competence in job interview techniques.
02.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
02.07 Identify acceptable work habits.
02.08 Demonstrate knowledge of how to make job changes appropriately.
02.09 Demonstrate acceptable employee health habits.
02.10 Develop and write a resume.
02.11 Identify personal characteristics desired for working with people.

03.0 SELECT, USE, AND STORE EQUIPMENT AND SUPPLIES -- The student will be able to:

03.01 Identify basic supplies and equipment needed for a specific job.
03.02 Select the proper tools for a specific job.
03.03 Inventory supplies.
03.04 Recognize the importance of appropriate housekeeping and maintenance practices.
03.05 Properly store equipment.
03.06 Disassemble and maintain selected pieces of equipment used in the area of custodial services.
03.07 Maintain equipment and supply storage areas.
03.08 Use and care for equipment, supplies and tools according to manufacturer's instructions.

04.0 DEMONSTRATE SAFETY, SANITATION, AND SECURITY SKILLS -- The student will be able to:

04.01 Demonstrate skills necessary for fire safety.
04.02 List and post all real potential dangers in a specific building.
04.03 Identify the various types of fire extinguishers.
04.04 Use fire extinguishers appropriate to fire hazards.
04.05 Know all emergency procedures.
04.06 Identify methods of pest control.
04.07 Demonstrate security procedures.
04.08 Demonstrate safety procedures in use, care, and storage of equipment.
04.09 Demonstrate the ability to read and interpret labels.
04.10 Demonstrate the required sanitation procedures.

05.0 DEMONSTRATE CUSTODIAL PROCEDURES -- The student will be able to:

05.01 Demonstrate appropriate general housekeeping and maintenance procedures to include windows, walls, floors, general cleaning and special surfaces.

05.02 Demonstrate the methods necessary to provide sanitary conditions in the restroom and shower areas.
05.03 Demonstrate proper procedures for caring for chalkboards.
05.04 Unclog drains, traps and downspouts.
05.05 Replace fluorescent tubes and lights.
05.06 Demonstrate work simplification techniques.

6.0 PERFORM OUTSIDE MAINTENANCE DUTIES -- The student will be able to:

06.01 Demonstrate skills necessary for proper lawn care.
06.02 Identify the common trees and shrubs found in the area.
06.03 Demonstrate the methods necessary for the care of trees and shrubs.
06.04 Identify the common flowers growing in your area.
06.05 Demonstrate skills in planting and pruning flowering plants.
06.06 Demonstrate skills in using selected garden supplies and equipment.

07.0 MAINTAIN THE HEATING, COOLING, AND VENTILATING SYSTEMS -- The student will be able to:

07.01 Adjust the thermostat.
07.02 Demonstrate the ability to properly maintain a heating, cooling, and ventilating system.
07.03 Change a filter.

08.0 PERFORM MINOR REPAIRS AND MAINTENANCE -- The student will be able to:

08.01 Identify the various types of lumber used for minor repairs.
08.02 Demonstrate the correct methods for replacing worn boards.
08.03 Replace plumbing components.
08.04 Demonstrate the correct procedure to use in repairing the basic toilet tank.
08.05 Replace a plug fuse.
08.06 Replace an outlet receptacle or a switch.
08.07 Demonstrate the correct procedures for completing minor repairs.

09.0 IDENTIFY THE FEDERAL, STATE, AND LOCAL LAWS AND AGENCIES THAT AFFECT THE CUSTODIAL SERVICES AREA -- The student will be able to:

09.01 Identify the National Electrical Code.
09.02 Identify the federal, state, and local laws and agencies that are connected with the area of custodial services.

10.0 APPLY PRINCIPLES OF MANAGEMENT -- The student will be able to:

10.01 Apply principles of management in effective use of time, money, energy and space.
10.02 Demonstrate an understanding of the significance of consumer and economic education in the area of custodial services.
10.03 Demonstrate skills in communication and computation.

11.0 PERFORM SUPPORTIVE DUTIES -- The student will be able to:

11.01 Demonstrate the correct method for answering the phone and recording a message.
11.02 Demonstrate the correct procedures for displaying the American flag.
11.03 Prepare a work schedule.
11.04 List and post safety hazards within a building.

11.05 Demonstrate the necessary leadership skills used in the area of custodial services.
11.06 Maintain records and reports.

12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

12.01 Define entrepreneurship.
12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business ownership.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneurship.
12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe the responsibility of the employer to support the busines and industry.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Custom Garment Making

CODE NUMBER: Secondary 8506200 Postsecondary V200304

Florida CIP 0420.030400

SECONDARY
SCHOOL CREDITS 3 COLLEGE CREDITS_____ POSTSECONDARY ADULT
VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ____7-9 _X__9-12 __X__ Postsecondary Adult Vocational

____ Postsecondary Vocational __X__ Other 30, 31

CERTIFICATION COVERAGE: 9-12:
VOC HME EC @4
TAILORING ¢ 7
APPRL MFG ¢ 7
GEN HME EC @4
HOMEMAKING @2 ¢7
HOME EC 1 @ 2
HOME EC OCC ¢ 7

30-31:
VOC HME EC @4
APPRL MFG @7 G
HOME EC 1 @ 2
GEN HME EC @4
TAILORING @7 G
HOME EC OCC @7 G
HOMEMAKING @2 @7 G

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as garment makers (dress makers), sewing machine operators, special (61085219) garment fitters (785.261-014) or to provide supplemental training for persons previously employed in these occupations.

The content includes, but is not limited to, clothing construction; selection and care of fabrics; design selection; garment fitting; principles of clothing construction; operating and maintaining sewing machines; pressing techniques; employability, leadership, and organizational skills; and identification of entrepreneurship skills.

Clothing programs at the secondary and post secondary levels now require completion of a core. The core for this program is Apparel Production (secondary level: 8506200; post secondary level: V200304).

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of equipment including power and domestic sewing machines; electric shears; pressing equipment; eyelet puncher and setter; hem stand; machine serger or overedger; and storage equipment for materials and supplies.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks that are relevant to the occupation the student has chosen as a career goal.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is450 hours.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify employment opportunities.
02. Demonstrate an understanding of fibers, fabrics and finishes.
03. Apply elements and principles of design.
04. Operate and maintain domestic sewing machines.
05. Select and use patterns.
06. Demonstrate garment construction skills.
07. Demonstrate resource management.
08. Construct speciality garments.
09. Demonstrate leadership and organizational skills.
10. Demonstrate appropriate basic skills essential to working in Custom Garment Making.
11. Demonstrate an understanding of entrepreneurship.
12. Demonstrate employability skills.
13. Demonstrate an awareness of the responsibilities associated with balancing family, school and work.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8506200

COURSE TITLE: Custom Garment Making POSTSECONDARY NUMBER: V200304

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES -- The student will be able to:

01.01 Identify employment opportunities in women's, men's and children's custom garment making.
01.02 Identify qualifications and training requirements for the custom garment maker.

02.0 DEMONSTRATE AN UNDERSTANDING OF FIBERS, FABRICS AND FINISHES -- The student will be able to:
02.01 Identify fiber characteristics in a variety of textiles.
02.02 Identify fabrics used in textiles.
02.03 Identify fabric finishes and care instructions.
02.04 Identify mandatory textile laws.

03.0 APPLY ELEMENTS AND PRINCIPLES OF DESIGN -- The student will be able to:

03.01 Identify elements and principles of design.
03.02 Demonstrate the use of design for specific figure types.

04.0 OPERATE AND MAINTAIN DOMESTIC SEWING MACHINES -- The student will be able to:

04.01 Identify the parts and functions of sewing machines.
04.02 Demonstrate needle installation and machine threading.
04.03 Demonstrate the selection, use, and care of tools and equipment.
04.04 Demonstrate safety procedures.
04.05 Demonstate threading bobbin.
04.06 Demonstate needle bar adjustment.
04.07 Demonstrate removing and replacing bobbin case.
04.08 Demonstrate bobbin winder adjustment.
04.09 Demonstrate stitch length and width selection.
04.10 Demonstrate control foot pedal adjustment.
04.11 Demonstrate tension adjustment.
04.12 Demonstrate cleaning and oiling machines.
04.13 Operate domestic sewing machines.

05.0 SELECT AND USE PATTERNS -- The student will be able to:

05.01 Identify various figure types.
05.02 Demonstrate use of body measurements in selecting a pattern for various figure types.
05.03 Interpret pattern envelope information.
05.04 Interpret pattern symbols and guide sheet information.
05.05 Demonstrate pattern alteration according to body measurements.

06.0 DEMONSTRATE GARMENT CONSTRUCTION SKILLS -- The student will be able to:

06.01 Identify and use sewing notions.
06.02 Demonstrate fabric preparation.
06.03 Demonstrate lay out.
06.04 Cut out pattern and fabric.
06.05 Demonstrate pattern markings transfer.
06.06 Construct a simple garment.
06.07 Apply time and motion techniques.
06.08 Demonstrate garment alteration.
06.09 Apply finishing techniques.

06.10 Apply interfacing.
06.11 Construct pleats.
06.12 Construct tucks.
06.13 Construct gathers.
06.14 Construct seam finishes.
06.15 Construct pockets.
06.16 Construct and apply collars.
06.17 Construct and attach shaped facings.
06.18 Construct set-in sleeves.
06.19 Construct and attach waistbands and cuffs.
06.20 Construct plackets.
06.21 Construct buttonholes.
06.22 Apply zippers.
06.23 Construct and apply linings.
06.24 Construct belts.
06.25 Apply fasteners.
06.26 Construct miter corners.
06.27 Construct hems.
06.28 Construct customized garments using natural and manmade fabrics.
06.29 Demonstrate assembly line techniques.

07.0 DEMONSTRATE RESOURCE MANAGEMENT -- The student will be able to:

07.01 Maintain an inventory of materials and supplies.
07.02 Apply principles of management in effective use of time, money, energy, and space.

08.0 CONSTRUCT SPECIALTY GARMENTS AND/OR PROJECTS--The student will be able to:
08.01 Demonstrate matching plaids and stripes.
08.02 Identify construction techniques for napped fabrics.
08.03 Demonstrate construction techniques for swim wear.
08.04 Demonstrate construction techniques for lingerie.
08.05 Construct specialty garments.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth organizations.
09.03 Identify roles and responsibilities of members.
09.04 Work cooperatively as a group member to achieve organizational goals.
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.
09.07 Develop a personal growth project.

10.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN CUSTOM GARMENT MAKING -- The student will be able to:

10.01 Identify the mathematic knowledge, skills and competencies necessary to perform the occupation.
10.02 Identify the communication knowledge, skills, and competencies necessary to perform the occupation tasks.
10.03 Identify the scientific skills, knowledge, and competencies necessary to perform the occupation tasks.
10.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
10.05 Demonstrate communication competencies necessary to perform the occupation tasks.
10.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

11.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

11.01 Define entrepreneurship.
11.02 Describe the importance of entrepreneurship to the American economy.
11.03 List the advantages and disadvantages of business ownership.
11.04 Identify the risks involved in ownership of a business.
11.05 Identify the necessary personal characteristics of a successful entrepreneurship.
11.06 Identify the business skills needed to operate a small business efficiently and effectively.
11.07 Describe the responsibility of the employer to support the busines and industry.

12.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

12.01 Conduct a job search.
12.02 Secure information about a job.
12.03 Identify documents that may be required when applying for a job.
12.04 Complete a job application form correctly.
12.05 Demonstrate competencies in job interview techniques.
12.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
12.07 Identify acceptable work habits.
12.08 Demonstrate knowledge of how to make job changes appropriately.
12.09 Demonstrate acceptable employee health habits.
12.10 Develop and write a resume.
12.11 Identify personal characteristics desired for working with people.

13.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY , SCHOOL AND WORK -- The student will be able to:

13.01 Define realistic expectations and/or goals for balancing family, school and work.
13.02 Identify available resources that can support family, school, and work decisions.
13.03 Demonstrate networking with support systems, including family and community resources.
13.04 Describe ways of reducing stress in dual role lifestyles.
13.05 Apply the decision making process to a specific problem related to balancing family, school and work.

STUDENT PERFORMANCE STANDARDS — EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics — COURSE CREDIT: 1

PROGRAM TITLE: Custom Garment Making — PROGRAM NUMBER: 8506200

COURSE TITLE: Custom Garment Making 1 — COURSE NUMBER: 8506210

COURSE DESCRIPTION: This course is designed to develop competencies in construction techniques; elements and principles of design; operation and maintenance of domestic sewing machines; slection and use of patterns; resources management.

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES -- The student will be able to:

01.01 Identify employment opportunities in women's, men's and children's custom garment making.
01.02 Identify qualifications and training requirements for the custom garment maker.

02.0 DEMONSTRATE AN UNDERSTANDING OF FIBERS, FABRICS AND FINISHES -- The student will be able to:

02.01 Identify fiber characteristics in a variety of textiles.
02.02 Identify fabric used in textiles.
02.03 Identify fabric finishes.
02.04 Identify care required for a variety of textiles.
02.05 Identify textile labeling laws.

03.0 APPLY ELEMENTS AND PRINCIPLES OF DESIGN -- The student will be able to:

03.01 Identify elements and principles of design.
03.02 Demonstrate the use of design for specific figure types.

04.0 OPERATE AND MAINTAIN DOMESTIC SEWING MACHINES -- The student will be able to:

04.01 Identify the parts and functions of domestic sewing machines.
04.02 Install needle and thread machine.
04.03 Select, use, and care for tools and equipment.
04.04 Demonstrate safety procedures.
04.05 Thread bobbin.
04.06 Adjust needle bar.
04.07 Remove and replace bobbin case.
04.08 Adjust bobbin winder.
04.09 Select stitch length and width.
04.10 Adjust and control foot pedal.
04.11 Adjust tension.
04.12 Clean and oil machine.
04.13 Operate domestic sewing machines.

05.0 SELECT AND USE PATTERNS -- The student will be able to:

05.01 Use body measurements in selecting a pattern for various figure types.
05.02 Interpret pattern envelope information.
05.03 Interpret pattern symbols and guide sheet information.
05.04 Alter patterns according to body measurements.

06.0 DEMONSTRATE GARMENT CONSTRUCTION SKILLS -- The student will be able to:

06.01 Identify and use sewing notions.
06.02 Prepare fabric.
06.03 Lay out pattern.
06.04 Cut out pattern and fabric.
06.05 Transfer pattern markings.
06.06 Construct a simple garment.
06.07 Apply time and motion techniques.
06.08 Fit garment.
06.09 Alter garment.
06.10 Apply finishing techniques.

07.0 DEMONSTRATE RESOURCES MANAGEMENT--The student will be able to:

07.01 Maintain an inventory of materials and supplies.
07.02 Apply principles of management in effective use of time, money,energy, and space.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth organizations.

09.03 Identify roles and responsibilities of members.
09.04 Work cooperatively as a group member to achieve organizational goals.
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.
09.07 Develop a personal growth project.

13.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK -- The student will be able to:

13.01 Define realistic expectations and/or goals for balancing family, school and work.
13.02 Identify available resources that can support school, work and family.
13.03 Demonstrate networking with support systems, including family and community agencies.
13.04 Describe ways of reducing stress in dual role lifestyles.
13.05 Apply the decision making process to specific problem related to balancing family, school and work.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics COURSE CREDIT: 1

PROGRAM TITLE: Custom Garment Making PROGRAM NUMBER: 8506200

COURSE TITLE: Custom Garment Making 2 COURSE NUMBER: 8506220

COURSE DESCRIPTION: This course is designed to develop competencies in construction of customized garments.

06.0 DEMONSTRATE GARMENT CONSTRUCTION SKILLS -- The student will be able to:

06.11 Apply interfacing.
06.12 Construct pleats.
06.13 Construct tucks.
06.14 Construct gathers.
06.15 Construct seam finishes.
06.16 Construct pockets.
06.17 Construct and apply collars.
06.18 Construct and attach shaped facings.
06.19 Construct set-in sleeves.
06.20 Construct and attach waistbands and cuffs.
06.21 Construct plackets.
06.22 Construct buttonholes.
06.23 Apply zippers.
06.24 Construct and apply linings.
06.25 Construct belts.
06.26 Apply fasteners.
06.27 Miter corners.
06.28 Construct hems.
06.29 Construct customized garments, to include the use of both natural and man made fabrics.
06.30 Demonstrate band turning.
06.31 Demonstrate assembly line techniques.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth organizations.
09.03 Identify roles and responsibilities of members.
09.04 Work cooperatively as a group member to achieve organizational goals.

09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.
09.07 Develop a personal growth project.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics COURSE CREDIT: 1

PROGRAM TITLE: Custom Garment Making PROGRAM NUMBER: 8506200

COURSE TITLE: Custom Garment Making 3 COURSE NUMBER: 8506230

COURSE DESCRIPTION: This course is designed to develop competencies in specialty garment construction.

08.0 CONSTRUCT SPECIALTY GARMENTS -- The student will be able to:

08.01 Match plaids and stripes.
08.02 Identify construction techniques for napped fabrics.
08.03 Cover cording.
08.04 Demonstrate construction techniques for swim wear.
08.05 Demonstrate construction techniques for lingerie.
08.06 Demonstrate construction techniques for current fabrics.
08.07 Demonstrate construction techniques for evening wears.
08.08 Construct specialty garments.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth organizations.
09.03 Identify roles and responsibilities of members.
09.04 Work cooperatively as a group member to achieve organizational goals.
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.
09.07 Develop a personal growth project.

10.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN CUSTOM GARMENT MAKING -- The student will be able to:

10.01 Identify the mathematic knowledge, skills and attitudes necessary to perform the occupation.
10.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
10.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupation tasks.
10.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
10.05 Demonstrate communication competencies necessary to perform the occupation tasks.
10.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

11.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

11.01 Define entrepreneurship.
11.02 Describe the importance of entrepreneurship to the American economy.
11.03 List the advantages and disadvantages of business ownership.
11.04 Identify the risks involved in ownership of a business.

11.05 Identify the necessary personal characteristics of a successful entrepreneurship.
11.06 Identify the business skills needed to operate a small business efficiently and effectively.
11.07 Describe the responsibility of the employer to support the busines and industry.

12.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

12.01 Conduct a job search.
12.02 Secure information about a job.
12.03 Identify documents that may be required when applying for a job.
12.04 Complete a job application form correctly.
12.05 Demonstrate competencies in job interview techniques.
12.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
12.07 Identify acceptable work habits.
12.08 Demonstrate knowledge of how to make job changes appropriately.
12.09 Demonstrate acceptable employee health habits.
12.10 Develop and write a resume.
12.11 Identify personal characteristics desired for working with people.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Dietetic Management and Supervision

CODE NUMBER: Secondary ________ Postsecondary V200434

Florida CIP 0420.040403

SECONDARY SCHOOL CREDITS _____ COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): _____7-9 ____9-12 X Postsecondary Adult Vocational

____ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE:

VOC HME EC @4	QUAN FOOD @7 G	GEN HME EC @4
HOMEMAKING @2 @7 G	SC FOOD SV @6 D	
HOME EC 1 @ 2	HOME EC OCC @7 G	

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as dietetic technicians (10121011), food service supervisors (319.137-010), dietary managers, and other food service workers (70041899) at the management level, or to provide supplemental training for persons previously or currently employed in these occupations. Students are prepared to utilize nutritional knowledge in preparing food and in serving individuals with specific dietary needs under the supervision of a registered dietitian.

The content includes, but is not limited to, facility planning for sanitation and safety; selection and supervision of equipment and supplies; application of principles of nutrition to diets and menus; cost planning and quality control; supervision of food preparation; evaluation of food quality, portion size, and diet accuracy; supervision and inservice training of dietary personnel, personnel management, and employability and communication skills.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory and clinical setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of equipment including diet kitchen equipment, diet charts, computers, software, calculators, utensils and table settings, sanitizing equipment, dish washers, and storage equipment.

III. SPECIAL NOTE: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.

The program shall meet the instructional hours and standards required by the accrediting agency, the Dietary Managers Association. Students are encouraged to join the Dietary Managers Association.

In accordance with Section 233.0695 F. S., the minimum basic skills are

In accordance with Section 233.0695 F. S., the minimum basic skills are level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student'sindividual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's.

The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is 900 hours.

In order for this program/course to be transferable between institutions, it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning this program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The concern for balancing work and family responsibilities is addressed as an employability skill.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate employability skills.
02. Implement a facility plan for sanitation and safety.
03. Supervise the selection, use, care, and storage of equipment and supplies.
04. Apply principles of nutrition to diets and menus.
05. Develop cost planning and quality control procedures for food and beverage service.
06. Supervise quality food service functions.
07. Demonstrate and evaluate food service functions.
08. Apply management and supervisory skills.
09. Demonstrate an understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: _______

COURSE TITLE: Dietetic Management and Supervision POSTSECONDARY NUMBER: HEV0611

01.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

01.01 Conduct a job search.
01.02 Secure information about a job.
01.03 Identify documents that may be required when applying for a job.
01.04 Complete a job application form correctly.
01.05 Demonstrate competence in job interview techniques.
01.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
01.07 Identify acceptable work habits.
01.08 Demonstrate knowledge of how to make job changes appropriately.
01.09 Demonstrate acceptable employee health habits.
01.10 Develop and write a resume.
01.11 Identify personal characteristics desirable for working with people.

02.0 IMPLEMENT A FACILITY PLAN FOR SANITATION AND SAFETY--The student will be able to:

02.01 Demonstrate basic principles of sanitation and safety.
02.02 Implement procedures for monitoring storage temperatures.
02.03 Implement procedures for infectious disease control.
02.04 Implement federal, state and local sanitation codes.
02.05 Implement procedures for hazard controls.

03.0 SUPERVISE THE SELECTION,USE,CARE AND STORAGE OF EQUIPMENT AND SUPPLIES--The student will be able to:

03.01 Develop procedures for use of dietary equipment.
03.02 Supervise daily cleaning procedures.
03.03 Develop procedures for storing dietary equipment and supplies.
03.04 Supervise routine maintenance inspection of equipment.
03.05 Evaluate detailed specifications for major appliances needed.

04.0 APPLY PRINCIPLES OF NUTRITION TO DIETS AND MENUS--The student will be able to:

04.01 Identify function, source and body's use of nutrients.
04.02 Evaluate the effects of food and nutrition on age, sex and activity level.
04.03 Interview client and family.
04.04 Interpret client and family responses.
04.05 Document and retrieve client diet records.
05.06 Compute client nutrient needs.
05.07 Describe commonly prescribed therapeutic diets.
05.08 Implement diet plans and menus.
05.09 Modify diet plans and menus.
04.10 Implement physician's routine dietary orders.
04.11 Counsel client for dietary modifications.
04.12 Implement a two-week cycle menu.
04.13 Evaluate a cycle menu for RDA requirements.
04.14 Conduct modified diet in-service for dietary personnel.

05.0 DEVELOP COST PLANNING AND QUALITY CONTROL PROCEDURES FOR FOOD AND BEVERAGE SERVICE--The student will be able to:

05.01 Monitor, compute and review cost of menus to budget and

guidelines.
05.02 Apply cost control principles to cost out an entire meal.
05.03 Compare and contrast actual versus average food costs.
05.04 Compare cost saving practices (purchasing facility).
05.05 Recommend cost saving practices (purchasing facility).
05.06 Implement procedure changes.
05.07 Supervise inventory, purchase and distribution of food and supplies.
05.08 Plan food production schedules.
05.09 Evaluate nutrition retention in foods, to include processing, preparation and storage.

06.0 SUPERVISE QUALITY FOOD PREPARATION--The student will be able to:

06.01 Modify, test and standardize recipes.
06.02 Supervise food preparation following standardized recipes.
06.03 Implement food preparation techniques.
06.04 Implement food quality control standards.
06.05 Implement portion control.
06.06 Implement delivery procedures.

07.0 DEMONSTRATE AND EVALUATE FOOD SERVICE FUNCTIONS--The student will be able to:

07.01 Demonstrate dining room service.
07.02 Demonstrate patient tray service.
07.03 Evaluate trays for food quality, portion size, and diet accuracy.

08.0 APPLY MANAGEMENT AND SUPERVISORY SKILLS--The student will be able to:

08.01 Evaluate the roles of dietary personnel.
08.02 Analyze functions of a dietary facility.
08.03 Develop an organizational chart and staff needs.
08.04 Prepare job descriptions.
08.05 Interview and select employees.
08.06 Document personnel selection procedures and policies.
08.07 Design in-service training programs.
08.08 Conduct employee orientation.
08.09 Prepare daily work schedules.
08.10 Develop personnel policies and records.
08.11 Develop a plan for employee evaluation.
08.12 Review current union employee compensation and labor laws (EOEA).
08.13 Implement dietary filing systems and record keeping.
08.14 Maintain work schedules.
08.15 Analyze time utilization for maximum production.
08.16 Conduct staff grievance and complaint sessions.
08.17 Conduct staff meetings.
08.18 Counsel employees.
08.19 Identify and report ways to solve facility problems.
08.20 Establish and maintain security procedures.
08.21 Demonstrate communication skills.
08.22 Demonstrate human relations skills.
08.23 Describe benefits of membership in state and national professional organizations.

09.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

09.01 Define entrepreneurship.
09.02 Describe the importance of entrepreneurship to the American economy.
09.03 List the advantages and disadvantages of business ownership.
09.04 Identify the risks involved in ownership of a business.

09.05 Identify the necessary personal characteristics of successful entrepreneurship.
09.06 Identify the business skills needed to operate a small business efficiently and effectively.
09.07 Describe the responsibility of the employer to support the business and industry.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Dietetic Technician

CODE NUMBER: Secondary ________ Postsecondary ____________

Florida CIP 0420.040401

SECONDARY SCHOOL CREDITS______ POSTSECONDARY ADULT COLLEGE CREDITS X VOCATIONAL CREDITS__________

APPLICABLE LEVEL(s):_____7-9 _____9-12 _____Postsecondary Adult Vocational

X Postsecondary Vocational ______Other _______

CERTIFICATION COVERAGE:

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as dietetic technicians (077.121-010) and all other food service workers (70041899), who will assist the registered dietitian or consultant dietitian in the provision of food service nutritional care services in a health facility, or to provide supplemental training for persons previously or currently employed in these occupations.

A DIETETIC TECHNICIAN is a graduate of one of two (2) kinds of program options in dietetics with an associate degree:

A. A program with a food service management emphasis is designed for the graduate to assume the role of technical assistant to the food service director, or, can become a director with experience.

The program content includes, but is not limited to, basic nutrition and menu planning; principles and techniques of food production and therapeutic cookery; personnel management and supervision; cost controls and accounting; safety and sanitation; selection, use, care and storage of equipment and supplies; food purchasing, receiving, storage and inventory control; and general use of computers.

B. A program content includes, but is not limited to, basic and applied nutrition, medical terminology; norman and modified menu planning; diet therapy; nutritional assessment and planning; anatomy and psychology; nutrition education methods; community health; principles of food preparation; sanitation and safety; supervision and leadership; human relations and communications; and general use of computers.

II. LABORATORY ACTIVITIES: Laboratory activities shall be an integral part of both options. Each program shall require a minimum of 450 hours of clinical experience which shall be coordinated with the sequence of academic instruction.

III. SPECIAL NOTE: These programs shall meet the instructional hours and standards established by the accrediting agency, the American Dietetic Association. Upon completion of the course requirements, the graduate would need to pass a written national examination for registered dietetic technicians. All diet technicians would be encouraged to become affiliate members of the American Dietetic Association. The Associate Degree would qualify the technician for a mid-management position in food service in the health care industry.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The concern for balancing work and family responsibilities is addressed as an employability skill.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Core curriculum competencies (for either option)
02. Food service management option
03. Nutrition care options.
04. Demonstrate an understanding of entrepreneurship.
05. Demonstrate employability skills.

STUDENT PERFORMANCE STANDARDS   EFFECTIVE DATE: July, 1993
PROGRAM AREA: Home Economics   SECONDARY NUMBER: ________
COURSE TITLE: Dietetic Technician   POSTSECONDARY NUMBER: 0420.040401

01.0 CORE CURRICULUM COMPETENCIES (FOR EITHER OPTION)--The student will be able to:

01.01 Develop menus to meet optimum nutritional requirements throughout the human life cycle.
01.02 Implement and monitor sanitation and safety procedures applicable to food and nutritional service operations.
01.03 Encourage and utilize effective communication and documentation skills in the area of responsibility.
01.04 Demonstrate supervision techniques for personnel in area of responsibility.
01.05 Apply the fundamentals of human relations and group dynamics in area of responsibility.
01.06 Participate in development, implementation and maintenance of a quality assurance program.
01.07 Utilize merchandising techniques to promote food and nutrition services.
01.08 Demonstrate knowledge of computer technology in area of responsibility.
01.09 Demonstrate knowledge and implementation of laws, regulations and standards affecting food and nutrition operation.
01.10 Comply with the Standards of Professional Responsibility and Standards of Practice for the profession of Dietetics.
01.11 Plan a program of self-development and continuing education.
01.12 Demonstrate employability skills.
01.13 Demonstrate human relations and leadership skills.

02.0 FOOD SERVICE MANAGEMENT OPTION--The student will be able to:

02.01 Demonstrate optimum management, organizational, leadership and supervisory skills.
02.02 Participate in and supervise the selection, use, care and storage of equipment and supplies.
02.03 Plan and review food procurement, production and service.
02.04 Assist in development of cost planning procedures and implementation of budget controls for food service operations and delivery systems.
02.05 Establish and supervise policies and procedures for all food service functions.
02.06 Apply the principles of nutrition in planning menus and coordinating menus with therapeutic diets.
02.07 Integrate administrative activities with clinical activities.
02.08 Develop, implement and present in-service education programs for food service personnel.
02.09 Assist in an ongoing program of quality assurance for food service units.
02.10 Manage and direct departmental personnel and functions.
02.11 Establish and maintain records and reports for food service units.
02.12 Demonstrate ability to computerize food service operational data.
02.13 Participate in department and institution activities.

03.0 NUTRITION CARE OPTIONS--The student will be able to:

03.01 Demonstrate a knowledge of food and nutritional needs throughout the life cycle in health and disease.
03.02 Apply principles of bio-chemistry, anatomy and physiology an relation to health and disease.

03.03 Identify resources availability, and functions of the food and nutrition programs in the community.
03.04 Demonstrate knowledge of "problem oriented medical records" (P.O.M.R.).
03.05 Assist clinical or consultant dietitian in development of nutritional care plans.
03.06 Assist in implementation, documentation and monitoring of nutritional care plans.
03.07 Demonstrate skills in articulation, methods of teaching, and counseling.
03.08 Assist in nutrition education planning and implementation of programs in the facility.
03.09 Identify extraneous influences upon nutritional care.
03.10 Participate in health team functions.
03.11 Coordinate clinical activities with administrative activities.
03.12 Demonstrate ability to computerize nutrition care activities.
03.13 Assist in implementation and maintenance of a cost-effective nutrition-care system.
03.14 Participate in department and institution activities.
03.15 Demonstrate employability skills.

04.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

04.01 Define entrepreneurship.
04.02 Describe the importance of entrepreneurship to the American economy.
04.03 List the advantages and disadvantages of business ownership.
04.04 Identify the risks involved in ownership of a business.
04.05 Identify the necessary personal characteristics of a successful entrepreneurship.
04.06 Identify the business skills needed to operate a small business efficiently and effectively.
04.07 Describe the responsibility of the employer to support the business and industry.

DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

05.01 Conduct a job search.
05.02 Secure information about a job.
05.03 Identify documents that may be required when applying for a job.
05.04 Complete a job application form correctly.
05.05 Demonstrate competencies in job interview techniques.
05.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
05.07 Identify acceptable work habits.
05.08 Demonstrate knowledge of how to make job changes appropriately.
05.09 Demonstrate acceptable employee health habits.
05.10 Develop and write a resume.
05.11 Identify personal characteristics desired for working with people.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Drapery and Bedspread Construction

CODE NUMBER: Secondary ____________ Postsecondary V200502

Florida CIP 0420.050200

SECONDARY SCHOOL CREDITS _____ COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): _____ 7-9 ____ 9-12 X Postsecondary Adult Vocational

_____ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4 @2 HOMEMAKING@ @2 @7 G
GEN HME EC @4 @2 HOME EC OCC @7 G
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as special equipment sewing machine operators, non garment (61085205), drapery operators (787.682-018), and sewing machine operators, house furnishings (787.682-066) drapery hangers (50083201) or drapery and upholstery measures (61089221), or to provide supplemental training for persons previously or currently employed as drapery and bedspread makers.

The content includes, but is not limited to, home furnishings production occupations for drapery and bedspread construction; assisting interior designers, decorators, or professional home service directors; making draperies, curtains, and window treatments; and designing and making accessories.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with the current practices in the trade. Activities provide instruction in the use of equipment including power sewing machines, tools, equipment, and supplies for window treatments and bedspread construction; technology design equipment; audiovisual equipment; and storage equipment for materials and supplies.

III. SPECIAL NOTE: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student; a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station that reflects equipment, skills, and tasks which are relevant to the occupation the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's.

The job title for which the student is being trained must be designated in the IEP.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value"assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning

The program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The concern for balancing work and family responsibilities is addressed as an employability skill.

The typical length of this program for the average achieving student is 300 hours.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify career and job opportunities.
02. Demonstrate employability skills.
03. Operate and maintain industrial machines.
04. Select, safely use, and care for tools, equipment, and supplies.
05. Identify, use, and care for fabrics.
06. Measure, plot, and cut fabric.
07. Apply workroom techniques.
08. Demonstrate an understanding of entrepreneurship.
09. Perform customer services.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993
PROGRAM AREA: Home Economics SECONDARY NUMBER: ________
PROGRAM TITLE: Drapery and Bedspread Construction POSTSECONDARY NUMBER: V200502

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify resources for a job search in drapery and bedspread construction.
01.02 Identify levels of training required for drapery and bedspread construction occupations.
01.03 Identify duties and responsibilities in drapery and bedspread construction occupations.
01.04 Identify ways to achieve job advancement in the industry.
01.05 Identify career options in the industry.
01.06 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

02.01 Conduct a job search.
02.02 Secure information about a job.
02.03 Identify documents that may be required when applying for a job.
02.04 Complete a job application form correctly.
02.05 Demonstrate competence in job interview techniques.
02.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
02.07 Identify acceptable work habits.
02.08 Demonstrate knowledge of how to make job changes appropriately.
02.09 Demonstrate acceptable employee health habits.
02.10 Develop and write a resume.
02.11 Identify personal characteristics required for working with people.

03.0 OPERATE AND MAINTAIN INDUSTRIAL MACHINES--The student will be able to:

03.01 Identify the functions and principal parts of the various kinds of machines used in home furnishings.
03.02 Operate and care for machines in a safe and efficient manner.
03.03 Identify possible reasons for machine malfunction and make minor adjustments.

04.0 SELECT, SAFELY USE, AND CARE FOR TOOLS, EQUIPMENT, AND SUPPLIES--The student will be able to:

04.01 Identify, use, and care for tools, equipment, and supplies.
04.02 Demonstrate safety practices.

05.0 IDENTIFY, USE, AND CARE FOR FABRICS--The student will be able to:

05.01 Differentiate between natural and synthetic fibers.
05.02 Identify the name of the fiber, characteristics of the fiber, method of construction, proper use of fabric design, and care and storage requirements for various types of fabric.
05.03 Care for and store fabrics.

06.0 MEASURE, PILOT, AND CUT FABRIC--The student will be able to:

06.01 Measure and plot pattern repeat, design, and nap to compute fabric needs.

06.02 Make and use patterns and templates.
06.03 Cut fabric to calculated specifications.

07.0 APPLY WORKROOM TECHNIQUES--The student will be able to:

07.01 Construct plain French flat-felled seams.
07.02 Gather or shirr fabric by machine and by hand.
07.03 Construct and attach ruffles and tiebacks.
07.04 Attach crinoline.
07.05 Attach linings.
07.06 Pleat Draperies.
07.07 Attach weights.
07.08 Hem by machine and by hand.
07.09 Cut and make straight or bias welt.
07.10 Sew zipper to zipper boxing.
07.11 Construct cording.
07.12 Sew and attach welting.
07.13 Repair draperies.
07.14 Construct channels.
07.15 Construct tufts.
07.16 Construct skirts.
07.17 Prepare draperies and accessories delivery.
07.18 Identify, construction techniques required for valances, Austrian sheds, cornices, jabot, and Reman shades.

08.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

08.01 Define entrepreneurship.
08.02 Describe the importance of entrepreneurship to the American economy.
08.03 List the advantages and disadvantages of business ownership.
08.04 identify the risks involved in ownership of a business.
08.05 Identify the necessary personal characteristics of a successful entrepreneurship.
08.06 Identify the business skills needed to operate a small business efficiently and effectively.
08.07 Describe responsibilities of an employer to support the business or industry.

09.0 PERFORM CUSTOMER SERVICES--The student will be able to:

09.01 Assist customer in selection of style and fabric for project.
09.02 Cost out services.
09.03 Install window treatments.
09.04 Demonstrate customer relations skills.

CURRICULUM FRAMEWORK **PROGRAM AREA:** Home Economics

FLORIDA DEPARTMENT OF EDUCATION **EFFECTIVE DATE:** July, 1993

PROGRAM TITLE: Elderly and Disabled Care Services

CODE NUMBER: Secondary ________ Postsecondary V200602

Florida CIP 0420.060200

SECONDARY SCHOOL CREDITS ____ COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ___7-9 ___9-12 X Postsecondary Adult Vocational

____ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @2 @4 GEN HME EC @2 @4
HOMEMAKING @ 2 @7 G HOME EC OCC @7 G
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as welfare service aides (7008300), when defined; personal attendants (309.674-014), companions (309.677-010), or home attendants (354.377-014), or homemakers (309.354-010), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, personal, social and business affairs, including grooming and dressing, care for clothing and household linens, preparing and serving meals and special diets, safety measures, housekeeping, correspondence and payment of bills, planning trips for exercise or social activities, reading, playing games and participation in other entertainment activities, and use of community resources. The program prepares individuals to perform other duties to protect or promote the wellbeing of the elderly or disabled in home and group settings.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided using hands-on experiences with the equipment, tools, and materials appropriate to the program content. Field experiences in the community may also be included.

III. SPECIAL NOTE: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work location which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosenas a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.The concern for balancing work and family responsibilities is addressed as an employability skill.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The typical length of the program for the average achieving student is 450 hours.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Assist clients and their families in securing community services.
02. Apply effective human relationships.
03. Assist clients with personal, social, recreational and business matters when needed.
04. Provide emergency care and first aid for a client.
05. Assist in maintaining a safe and sanitary environment for clients.
06. Provide personal care services for clients.
07. Provide basic homemaker services to client and family.
08. Develop plans for meeting nutritional needs of clients and families.
09. Demonstrate management skills.
10. Assist in the care of infants, children, elderly, disabled and dying.
11. Assist with rehabilitation and habilitation of clients.
12. Demonstrate stress management.
13. Demonstrate employability skills.
14. Demonstrate and understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics
SECONDARY NUMBER: ________

COURSE TITLE: Elderly and Disabled Care Services
POSTSECONDARY NUMBER: V200602

01.0 ASSIST CLIENTS AND THEIR FAMILIES IN SECURING COMMUNITY SERVICES -- The student will be able to:

01.01 Identify local community agencies and resources available to assist in a specific client case problem.
01.02 Use information sources to secure community services.

02.0 APPLY EFFECTIVE HUMAN RELATIONSHIPS -- The student will be able to:

02.01 State four physical needs that all humans share.
02.02 State five psychological needs that all humans share.
02.03 Distinguish between meeting personal needs and those of the client and/or the client's family.
02.04 Describe how unmet needs may affect a client's behavior.
02.05 Describe how individuals and families differ.
02.06 Describe the need for dignity and circumstances which contribute to loss of self-esteem in elderly.
02.07 Demonstrate, in a case situation, how emotional control affects relationships and/or communication.
02.08 Explain what is meant by communication, and what is verbal and non-verbal communication.
02.09 Demonstrate active listening skills.
02.10 Demonstrate, in a case situation, techniques of working with children and other family members.

03.0 ASSIST CLIENTS WITH PERSONAL, SOCIAL, RECREATIONAL AND BUSINESS MATTERS WHEN NEEDED -- The student will be able to:

03.01 Explain the importance of family and friends as part of the support system.
03.02 Explain the procedures to be followed in assisting with personal matters such as writing a check, dictating a letter or assisting with shopping, banking, paying bills, record keeping or other business matters.
03.03 Describe the client's need for privacy and confidentiality.
03.04 Describe the role of a worker in providing for and supervising a child's activities.
03.05 Explain the role of the worker in assisting a client with social and leisure activities such as reading, board games, music or other social and recreational activities.
03.06 Identify workers' limitation in handling business matters for a client such as bank accounts, borrowing or lending money.

04.0 PROVIDE EMERGENCY CARE AND FIRST AID FOR A CLIENT -- The student will be able to:

04.01 Complete a standard First Aid Course.
04.02 Complete a Cardiopulmonary Resuscitation course (Red Cross or American Heart Association).
04.03 Practice evacuation of a client in the event of fire.
04.04 Describe the procedures to be taken in the event of a tornado and hurricane warning.
04.05 Demonstrate how to operate a fire extinguisher.

05.0 ASSIST IN MAINTAINING A SAFE AND SANITARY ENVIRONMENT FOR CLIENTS -- The student will be able to:
05.01 Demonstrate proper handwashing techniques.
05.02 Demonstrate proper storage and preparation of hot and cold foods.
05.03 Describe how the spread of disease is controlled in the home in relationship to kitchens, bathrooms, laundry, dusting and food handling.
05.04 Identify safety measures necessary for maintaining a safe environment as as clear traffic, loose rugs, electrical, safety bars.
05.05 Demonstrate safe procedures in using special equipment such as wheel chairs.

06.0 PROVIDE PERSONAL CARE SERVICES FOR CLIENTS -- The student will be able to:

06.01 Explain the difference between administering medication and assisting with medication.
06.02 Identify the "five rights" of medication.
06.03 Describe the proper storage of medication.
06.04 Identify fluids considered as intake and output.
06.05 Demonstrate procedures for collecting specimens.
06.06 Assist client with personal hygiene and personal grooming.
06.07 Describe ways to care for bedsores or decubitus ulcers.
06.08 Explain relationship between client's daily level of activity and assistance provided.
06.09 State types of garments the elderly or disabled person should use to provide greater ease in dressing and undressing.

07.0 PROVIDE BASIC HOMEMAKER SERVICES TO CLIENT AND FAMILY -- The student will be able to:

07.01 Identify a logical order for performing tasks to save time and energy.
07.02 Demonstrate correct procedures for basic household cleaning tasks performed daily, weekly, monthly, and occasionally.
07.03 Demonstrate correct procedures for selection, use, care and storage of supplies and equipment.

08.0 DEVELOP PLANS FOR MEETING NUTRITIONAL NEEDS OF CLIENTS AND FAMILIES -- The student will be able to:

08.01 Evaluate own diet for one week in relation to the Basic Four Food Groups.
08.02 Plan, prepare, and serve, foods or meals according to the Basic Four Food Groups considering client's cultural preference and personal needs.
08.03 Apply the principles of special diets that may be used in the plan of care of clients; i.e., measure food accurately by using correct procedures and equipment.
08.04 Identify ways to assist a client with feeding.

09.0 DEMONSTRATE MANAGEMENT SKILLS -- The student will be able to:

09.01 Prepare a grocery list using an inventory of client's food and household supply needs, and a copy of newspaper food ads.
09.02 Identify procedures in paying bills on a periodic basis.
09.03 Assist in setting up a system of filing household records.
09.04 Review ways energy resources and expenses can be conserved in a case situation.
09.05 Assist in developing a budget for client when needed.

10.0 ASSIST IN THE CARE OF INFANTS, CHILDREN, ELDERLY, DISABLED AND DYING -- The student will be able to:

10.01 Describe how each of the senses is used when making observations.
10.02 Interpret rules for reporting and recording observations.
10.03 Demonstrate the differences between subjective and objective reporting.
10.04 Define disability and functional limitations and give examples.
10.05 Identify types of abuse and neglect.
10.06 Describe symptoms of abuse and neglect.
10.07 Review the laws in reporting abuse or neglect of a child or elderly person.
10.08 Describe the role of the worker in caring for an ill or disabled child in the home.
10.09 Describe the role of the worker in providing care and assistance to a new mother in the home.
10.10 Describe the physical, social, emotional and mental changes that may take place in aging.
10.11 Describe the special needs of the elderly.
10.12 Identify own feelings toward the elderly.
10.13 Describe problems of clients with decreased mobility, decreased vision or blindness, decreased sensory acuity, confinement to bed, lack of urinary and bowel control, fragility, low energy, and confusion.
10.14 Identify the stages of mourning and describe their effect on behavior.
10.15 Distinguish between good mental health and mental disability.
10.16 Identify defense mechanisms and describe when and how they are used.
10.17 Describe symptoms of depression.
10.18 Examine own experience and feelings about death.
10.19 Explain the stages or steps, identified by Kubler-Ross, that occur when a person is dying.
10.20 Describe how to give emotional support to a dying client and the family.
10.21 Explain how the hospice methods can be used in working with the dying.
10.22 Identify cultural influences surrounding practices related to death.

11.0 ASSIST WITH REHABILITATION AND HABILITATION OF CLIENTS -- The student will be able to:

11.01 Discuss four things therapists consider in the establishment of a program for a client.
11.02 Explain the principles of range-of-motion exercise.
11.03 Demonstrate proper techniques for complete or partial range-of-motion with a client.

12.0 DEMONSTRATE STRESS MANAGEMENT -- The student will be able to:

12.01 Identify factors that create negative stress and explain how they affect behavior.
12.02 Describe methods of managing stress such as diets, leisure activities, exercise.
12.03 Explain how problem-solving techniques help in stress management.

13.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

13.01 Conduct a job search.
13.02 Secure information about a job.
13.03 Identify documents that may be required when applying for a job.
13.04 Complete a job application form correctly.
13.05 Demonstrate competence in job interview techniques.

13.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
13.07 Identify acceptable work habits.
13.08 Demonstrate knowledge of how to make job changes appropriately.
13.09 Demonstrate acceptable employee health habits.
13.10 Develop and write a resume.
13.11 Identify personal characteristics desired for working with people.

14.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

14.01 Define entrepreneurship.
14.02 Describe the importance of entrepreneurship to the American economy.
14.03 List the advantages and disadvantages of business ownership.
14.04 Identify the risks involved in ownership of a business.
14.05 Identify the necessary personal characteristics of a successful entrepreneur.
14.06 Identify the business skills needed to operate a small business efficiently and effectively.
14.07 Describe responsibilities of an employee to support the business or industry.

CURRICULUM FRAMEWORK   PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION   EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Fashion Design

CODE NUMBER: Secondary ________ Postsecondary ______

Florida CIP 0420.030601

SECONDARY SCHOOL CREDITS ____ COLLEGE CREDITS X POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): _____7-9 ____9-12 ____ Postsecondary Adult Vocational

X Postsecondary Vocational ____ Other ______

CERTIFICATION COVERAGE:

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as designers, except interior designers (34038181), designers (10221001), fashion artists (141.061-014), clothes designers (142.061-018), drapers (781.684-026),or pattern makers (781.381-026), or to provide supplemental training for persons previously or currently employed in one of these occupations.

The content includes, but is not limited to, an instructional program that prepares individuals to assist in coordinating garments for various occasions; instruction in fashion design, trends, characteristic styles and merchandising; describing to customers the garment construction, quality, and fiber content; care and durability; selecting current fashion for figure types; fitting garment on customers; planning and presenting fashion shows; developing fashion displays; assisting home sewers with construction techniques; advising on quality of fabric needed; measuring and cutting fabric; ordering, receiving, and displaying fabric and merchandise.

II. LABORATORY ACTIVITIES: Laboratory activities are an integral part of this program and provide instruction in techniques and skills necessary in designing, draping, pattern making, clothing construction, fashion illustration, visual presentations, fabric analysis, and using related equipment and tools.

III. SPECIAL NOTE: The typical length of this program for the average achieving student is an associate degree.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP. The concern for

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balancing work and family responsibilities is addressed as an employability skill.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Apply principles of clothing construction.
02. Demonstrate commercial garment construction.
03. Apply tailoring techniques.
04. Identify characteristics of textiles.
05. Analyze historic costume periods.
06. Demonstrate fundamentals of fashion design.
07. Construct fashion illustration techniques.
08. Demonstrate fashion illustration techniques.
09. Demonstrate creative design techniques in flat pattern making.
10. Demonstrate draping techniques.
11. Analyze fashion marketing and merchandising techniques.
12. Demonstrate employability skills.
13. Demonstrate an understanding of entrepreneurship.
14. Demonstrate an awareness of the responsibilities associated with balancing family, school and work.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993
PROGRAM AREA: Home Economics
SECONDARY NUMBER: ________
COURSE TITLE: Fashion Design
POSTSECONDARY NUMBER: 0420.030601

01.0 APPLY PRINCIPLES OF CLOTHING CONSTRUCTION--The student will be able to:

01.01 Analyze the cultural influences of dress and the inherent application to apparel selection.
01.02 Select, use, and care for sewing equipment.
01.03 Maintain, update, and care for wardrobe.
01.04 Analyze current fashion trends.
01.05 Plan a set of hypothetical wardrobe selections for health and energy conservation effectiveness.
01.06 Determine pattern selection for basic clothing construction.
01.07 Determine pattern alterations for basic clothing construction.
01.08 Determine fabric selection for basic clothing construction.
01.09 Determine fabric preparation for basic clothing construction.
01.10 Determine pattern use for basic clothing construction.
01.11 Construct a garment according to pre-determined methods.

02.0 DEMONSTRATE COMMERCIAL GARMENT CONSTRUCTION--The student will be able to:

02.01 Operate and care for the industrial sewing machine.
02.02 Select pattern and fabric alternatives to construct a garment using ready-to-wear techniques.
02.03 Apply factory techniques in the application of interfacings and notions.
02.04 Lay out, cut, and mark garments using commercial techniques.
02.05 Apply factory methods and techniques in the assembly of garments.
02.06 Evaluate construction of a ready-to-wear garment according to quality, time saving techniques, and fabric and pattern selection.

03.0 APPLY TAILORING TECHNIQUES--The student will be able to:

03.01 Select a pattern within given criteria for tailoring.
03.02 Select and prepare a fabric appropriately for a specific tailored garment.
03.03 Select interfacing, lining, and underlining fabrics for use in a garment.
03.04 Demonstrate tailoring techniques on a test garment.
03.05 Construct tailored garments.

04.0 IDENTIFY CHARACTERISTICS OF TEXTILES--The student will be able to:

04.01 Provide an overview of the size and scope of the textile industry.
04.02 Determine performance characteristics of textiles.
04.03 Explain the process of converting fiber to yarns.
04.04 Categorize textile materials according to fabric construction criteria.
04.05 Analyze non-textile materials.
04.06 Analyze legislation affecting labeling and manufacturing of textiles and consumer responsibilities.
04.07 Classify types of textiles products according to serviceability of uses.

05.0 ANALYZE HISTORIC COSTUME PERIODS--The student will be able to:

05.01 Analyze elements of historic costume.
05.02 Analyze trends in evolutionary development of dress forms.
05.03 Analyze major contributions to fashion from each period.
05.04 Analyze current fashion trends.

06.0 DEMONSTRATE FUNDAMENTALS OF FASHION DESIGN--The student will be able to:

06.01 Analyze aesthetic elements of fashion design.
06.02 Apply elements of design to create fashion apparel illustrations.
06.03 Apply the principles of design to create fashion apparel designs.
06.04 Conduct, update, and apply fashion research to apparel designs.

07.0 CONSTRUCT A COLLECTION OF DESIGNS--The student will be able to:

07.01 Identify job opportunities and requirements in commercial fashion design.
07.02 Use and care for the appropriate supplies and equipment needed for a specific clothing design project.
07.03 Analyze structural elements used to create fashion designs.
07.04 Apply art elements and principles of design to the creation of fashion apparel.
07.05 Apply current trade practices to demonstrate practical designing.
07.06 Illustrate creative designs for seasonal fashions.
07.07 Analyze practical problems encountered in price range designs.
07.08 Compare techniques for specific occasion designs.
07.09 Analyze the development of style as a component of professional fashion design.
07.10 Determine fabric selection criteria for professional fabric design.
07.11 Analyze the working conditions of the professional fashion designer.
07.12 Create a well-rounded collection of designs showing advanced commercial fashion design techniques.

08.0 DEMONSTRATE FASHION ILLUSTRATION TECHNIQUES--The student will be able to:

08.01 Analyze the four styles of fashion rendering.
08.02 Analyze fine arts principles included in fashion design and illustration.
08.03 Describe fashion illustration techniques.
08.04 Demonstrate the use of illustration media in fashion illustration.
08.05 Demonstrate applications of fashion illustration on representative garments.

09.0 DEMONSTRATE CREATIVE DESIGN TECHNIQUES IN FLAT PATTERN MAKING--The student will be able to:

09.01 Analyze and use commercial patterns.
09.02 Select, use, and maintain pattern drafting equipment and supplies.
09.03 Design a sloper from measurements or a commercial pattern.
09.04 Create designs and changes in design.
09.05 Analyze procedures and rationale for a test garment.
09.06 Create, construct, and evaluate an original design in fashion fabric.
09.07 Apply the basic principles of pattern grading to any sizing system used in the industry.
09.08 Produce a complete pattern and sample garment from an illustration, photograph, or actual development method.
09.09 Produce a complete pattern and sample garment from an illustration, photograph, or actual garment using the kimono sleeve development method.
09.10 Apply the basic principles of pattern drafting to complete an original design garment.
09.11 Evaluate a finished product to determine competency in basic flat pattern drafting.
09.12 Compare creative designs with those available on the mass market.
09.13 Apply apparel design and pattern making principles and techniques to the original design.

09.14 Create and construct an original fashion design.

10.0 DEMONSTRATE DRAPING TECHNIQUES--The student will be able to:

10.01 Analyze the principles of draping and distinguish them from pattern design principles.
10.02 Compare materials and their qualities useful in draping.
10.03 Organize the work-place and outline the sequence of operations in draping.
11.04 Perform muslin draping, marking, and trueing operations on basic patterns.
10.05 Drape two original designs; one from a woven fabric and one from a knit, incorporating collar and sleeves.
10.06 Demonstrate advanced draping techniques to create intricate designs according to industry standards.
10.07 Apply advanced draping techniques to intricate designs.

11.0 ANALYZE FASHION MARKETING AND MERCHANDISING TECHNIQUES--The student will be able to:

11.01 Analyze current fashion trends.
11.02 Apply factory methods and techniques in the assembly of garments.
11.03 Analyze qualitative features of materials used in fashion production.
11.04 Identify factors related to fashion suppliers' market activities.
11.05 Analyze methods and procedures used on the wholesale market.
11.06 Identify fashion wholesalers of fashion merchandising products.
11.07 Compare the contrast features of major fashion marketing centers.
11.08 Identify types of fashion merchandise retailers.
11.09 Analyze the structure of retail organizations.
11.10 Evaluate the organization of retail stores for fashion merchandise.
11.11 Analyze data systems in fashion merchandising outlets.
11.12 Analyze career opportunities offered in the fashion merchandising field.
11.13 Analyze the retailing of fashion merchandise.
11.14 Analyze basic concepts of design and color in fashion.
11.15 Describe influences on fashion merchandising.
11.16 Describer influences on designers.
11.17 Describe influences on suppliers affecting available inventories.
11.18 Explain the impact of legislation on the fashion industry.

12.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

12.01 Conduct a job search.
12.02 Secure information about a job.
12.03 Identify documents that may be required when applying for a job.
12.04 Complete a job application form correctly.
12.05 Demonstrate competence in job interview techniques.
12.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
12.07 Identify acceptable work habits.
12.08 Demonstrate knowledge of how to make job changes appropriately.
12.09 Demonstrate acceptable employee health habits.
12.10 Develop and write a resume.
12.11 Identify personal characteristics desired for working with people.

13.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:
13.01 Define entrepreneurship.
13.02 Describe the importance of entrepreneurship to the American economy.
13.03 List the advantages and disadvantages of business ownership.
13.04 Identify the risks involved in ownership of a business.

13.05 Identify the necessary personal characteristics of a successful entrepreneur.
13.06 Identify the business skills needed to operate a small business efficiently and effectively.
13.07 Describe the responsibilities of an employee to support business or industry.

14.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK -- The student will be able to:

14.01 Define realistic expectations and/or goals for balancing family, school and work.
14.02 Identify available resources that can support school, work and family.
14.03 Demonstrate networking with support systems, including family and community agencies.
14.04 Describe ways of reducing stress in dual role lifestyles.
14.05 Apply the decision making process to specific problem related to balancing family, school and work.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Food Management, Production and Services

CODE NUMBER: Secondary____________ Postsecondary V200401

Florida CIP 0420.040100

SECONDARY SCHOOL CREDITS ____ COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ___7-9 ___9-12 X Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @2 @4 QUAN FOOD @7 G
GEN HME EC @2 @4 SC FOOD SV @6 D
HOMEMAKING @2 @7 G HOME EC OCC @7 G
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as restaurant, bar and cafe managers (2006140), bakers, (313.381-010), food service managers (187.167-106), or cooks (315.381.010), and other food service workers (70041899), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, planning, selecting, storing purchasing, preparing, and serving quantity food products; use and care of commercial equipment; serving technique; and management of food establishments.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory or actual setting using hands-on experiences with the tools and equipment, appropriate to the program content and in accordance with current practices. In the field, activities provide instruction in the use of equipment, including commercial ranges and ovens, microwave ovens, freezers, refrigerators, serving line equipment, commercial mixers, broilers, utensils, computers and storage equipment for materials and supplies.

III. SPECIAL NOTE: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following are required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The concern for balancing work and family responsibilities is addressed as an employability skill.

The typical length of this program for the average achieving student is 750 hours.

IV. INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

01. Identify career and job opportunities.
02. Demonstrate employability skills.
03. Apply sanitation and safety skills.
04. Use and care for equipment and supplies.
05. Develop menus.
06. Demonstrate food and beverage purchase and control.
07. Demonstrate basic principles of food preparation.
08. Serve and merchandise foods and beverages.
09. Demonstrate supervision and personnel management.
10. Demonstrate an understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics
SECONDARY NUMBER: __________

COURSE TITLE: Food Management, Production and Services
POSTSECONDARY NUMBER: V200401

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the food management, production and services industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for food management, production and services occupations.
01.04 Identify duties and responsibilities in food management, production and services occupations.
01.05 Identify ways to achieves job advancement in the food management, production and services industry.
01.06 Identify career options in the industry, such as entrepreneurship and franchise ownership.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

02.01 Conduct a job search.
2.02 Secure information about a job.
02.03 Identify documents that may be required when applying for ajob.
02.04 Complete a job application form correctly.
02.05 Demonstrate competence in job interview techniques.
02.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
02.07 Identify acceptable work habits.
02.08 Demonstrate knowledge of how to make job changes appropriately.
02.09 Demonstrate acceptable employee health habits.
02.10 Demonstrate customer relations skills.
02.11 Develop and write a resume.

03.0 APPLY SANITATION AND SAFETY SKILLS--The student will be able to:

03.01 Apply hazard control.
03.02 Follow standards for infectious disease control.
03.03 Follow federal, state and local sanitation codes.
03.04 Use safe practices and follow regulations established for the food service industry.
03.05 Follow appropriate first aid procedures.

04.0 USE AND CARE FOR EQUIPMENT AND SUPPLIES The student will be able to:

04.01 Identify and locate equipment and supplies.
04.02 Operate equipment and supplies.
04.03 Clean equipment and supplies.
04.04 Inventory equipment and supplies.
04.05 Demonstrate computer use in the food service industry.
04.06 Demonstrate knowledge, layout, use, repair, and maintenance of equipment.
04.07 Supervise personnel in the use, maintenance, repair, and storage of equipment and utensils.

05.0 DEVELOP MENUS--The student will be able to:

05.01 Interpret and modify menus.

05.02 Develop menus including those for special dietary needs.
05.03 Interpret and modify recipes.

06.0 DEMONSTRATE FOOD AND BEVERAGE PURCHASE AND CONTROL--The student will be able to:

06.01 Calculate portion size and recipe yields.
06.02 Manage the purchasing and receiving of foods and beverages.
06.03 Manage the production planning for food and beverage operations.
06.04 Apply storage techniques to prevent loss of food and beverages.
06.05 Inventory foods and beverages.

07.0 DEMONSTRATE BASIC PRINCIPLES OF FOOD PREPARATION--The student will be able to:

07.01 Identify industry standards for evaluation of all food products.
07.02 Prepare and evaluate appetizers.
07.03 Prepare and evaluate beverages.
07.04 Prepare and evaluate salads and dressings.
07.05 Prepare and evaluate fruits.
07.06 Prepare and evaluate vegetables.
07.07 Prepare and evaluate dairy products.
07.08 Prepare and evaluate eggs.
07.09 Prepare and evaluate soups, stocks, and sauces.
07.10 Prepare and evaluate meats.
07.11 Prepare and evaluate poultry and game birds.
07.12 Prepare and evaluate fish and seafood.
07.13 Prepare and evaluate baked products.
07.14 Prepare and evaluate desserts.
07.15 Prepare and evaluate farinaceous products.
07.16 Prepare and evaluate sandwiches.

08.0 SERVE AND MERCHANDISE FOODS AND BEVERAGES--The student will be able to:

08.01 Apply methods of food and beverage service.
08.02 Apply methods to manage food and beverage service.
08.03 Determine equipment and supplies needed for food and beverage service.
08.04 Implement merchandising program for a food and beverage organization.
08.05 Apply methods of table service.
08.06 Evaluate methods and techniques of dining room service.

09.0 DEMONSTRATE SUPERVISION AND PERSONNEL MANAGEMENT--The student will be able to:

09.01 Analyze functions of food service organizations.
09.02 Develop an organizational chart.
09.03 Prepare job descriptions.
09.04 Describe employee interview, selection and orientation procedures.
09.05 Design in-service training programs.
09.06 Develop personnel policies such as sick leave.
09.07 Review current union and labor laws including the Equal Opportunity Employment Act.
09.08 Prepare work schedules.
09.09 Analyze time and motion utilization for maximum production.
09.10 Develop a plan for employee evaluation.
09.11 Demonstrate human relations.
09.12 Demonstrate effective communication skills.

10.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

10.01 Define entrepreneurship.

10.02 Describe the importance of entrepreneurship to the American economy.
10.03 List the advantages and disadvantages of business ownership.
10.04 Identify the risks involved in ownership of a business.
10.05 Identify the necessary personal characteristics of a successful entrepreneur.
10.06 Identify the business skills needed to operate a small business efficiently and effectively.
10.07 Describe responsibilities of an employee to support the business or industry.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Food Production and Services

CODE NUMBER: Secondary 8515000 Postsecondary _____

Florida CIP 0420.040101

SECONDARY SCHOOL CREDITS 3 COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): _____ 7-9 X 9-12 _____ Postsecondary Adult Vocational

_____ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: 9-12

VOC HME EC @2 @4
QUAN FOOD ¢ 7
HOME EC 1 @ 2
GEN HME EC @2 @4
SC FOOD SV @6 D
HOME EC OCC ¢ 7
HOMEMAKING @2 ¢ 7

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as bakers helpers, (61089003), bakers bread and/or pastry (70040200), cooks, restaurant (70040803), cooks, institutional (70040804), food preparation and service workers, fast food restaurant (70041804), cooks helpers (317.687-010), or all other food service workers (70041899), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, an instructional program that prepares individuals to prepare food in quantities; preserve nutritive values of food; follow standard recipes for quality control; service quantity foods; receive, store and issue foods and supplies; observe safety precautions and sanitation regulations; store and handle food and equipment; clean food preparation and service areas; and work in food service establishments.

Listed below are the courses that comprise this program when offered at the secondary level.

8515010	Food Production and Services 1
8515020	Food Production and Services 2
8515030	Food Production and Services 3

It is recommended that students take Food Production and Services 1 prior to Food Production and Services 2 and 3.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with tools, equipment and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of equipment including commercial ranges and ovens, microwave ovens, refrigerators, freezers, serving line equipment, tools and utensils.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following are required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupations which the student has chosen as a career goal.

The concern for balancing work and family responsibilities is addressed as an employability skill.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may beearned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify career and job opportunities.
02. Demonstrate employability skills.
03. Identify operational procedures of food establishments.
04. Exhibit safe, secure, and sanitary work procedures.
05. Use commercial tools and equipment.
06. Perform meal service activities.
07. Perform cost and portion control of food.
08. Use recipes.
09. Demonstrate merchandising techniques.
10. Prepare bake station items.
11. Prepare pantry items.
12. Prepare fry station items.
13. Prepare hot station items.
14. Prepare beverages.
15. Demonstrate leadership and organizational skills.
16. Demonstrate an understanding of entrepreneurship.
17. Demonstrate appropriate basic skills essential to working in Food Production and Services.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8515000

COURSE TITLE: Food Production and Services POSTSECONDARY NUMBER: ____

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the food production and services industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for food production and services occupations.
01.04 Identify duties and responsibilities in food production and services occupations.
01.05 Identify ways to achieve job advancement in the industry.
01.06 Identify career options in the industry, such as entrepreneurship and franchise ownership.
01.07 Analyze current trends as they may affect the future or the industry.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

02.01 Conduct a job search.
02.02 Secure information about a job.
02.03 Identify documents that may be required when applying for a job.
02.04 Complete a job application form correctly.
02.05 Demonstrate competence in job interview techniques.
02.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
02.07 Identify acceptable work habits.
02.08 Demonstrate knowledge of how to make job changes appropriately.
02.09 Demonstrate acceptable employee health habits.
02.10 Develop and write a resume.
02.11 Identify personal characteristics desired for working with people.

03.0 IDENTIFY OPERATIONAL PROCEDURES OF FOOD ESTABLISHMENTS--The student will be able to:

03.01 Identify procedures that take place in the front and back of the house.
03.02 Identify elements of a successfully organized food service operation in relation to time, energy, money, and space.
03.03 Identify a food production schedule.
03.04 Demonstrate and follow communication skills between front of house and back of house.
03.05 Identify rules of motion economy that apply to work simplification.
03.06 Identify the process of purchasing, receiving, storing and issuing foods.
03.07 Identify the importance of proper inventory control.
03.08 Interpret menus to meet current dietary guidelines and nutritional requirements of individuals.

04.0 EXHIBIT SAFE, SECURE AND SANITARY WORK PROCEDURES--The student will be able to:

04.01 Apply hazard control, such as common kitchen accidents and fire safety.
04.02 Identify first aid procedures for burns, cuts, strains and choking and report to supervisor.
04.03 Demonstrate sanitary procedures in maintaining the facility.

04.04 Identify ways in which food may be contaminated and how to prevent such contamination.
04.05 Identify sanitary procedures in food storage, preparation and service.
04.06 Identify preventive measures to control insects and rodents.
04.07 Follow state and local sanitation and safety codes.

05.0 USE COMMERCIAL TOOLS AND EQUIPMENT--The student will be able to:

05.01 Identify small commercial tools and equipment.
05.02 Identify, large commercial equipment.
05.03 Demonstrate safe procedures for use, cleaning and storage of small commercial tools and equipment.
05.04 Demonstrate safe procedures for use, maintenance and cleaning of large commercial equipment.

06.0 PERFORM MEAL SERVICE ACTIVITIES--The student will be able to:

06.01 Demonstrate setting a basic individual cover.
06.02 Identify types of meal service such as cafeteria, buffet, breakfast food and various other serving styles
06.03 Identify techniques of table setting.
06.04 Perform front-of-the-house skills such as order taking, check presentation, busing tables, serving food, receiving money, and host or hostess duties.
06.05 Demonstrate desirable communication between customer and employer.
06.06 Establish, set up, and maintain service stations.

07.0 PERFORM COST AND PORTION CONTROL OF FOOD--The student will be able to:

07.01 Identify procedures, techniques and reasons for cost and portion control.
07.02 Use tools and equipment in portion control.
07.03 Perform cost and portion control in food production.
07.04 Utilize leftovers to reduce costs and increase profits.

08.0 USE RECIPES--The student will be able to:

08.01 Identify standard food preparation terms.
08.02 Identify abbreviations for weights and measures.
08.03 Measure standard food items.
08.04 Identify equivalents of weights and measures.
08.05 Identify parts of a standardized recipe.
08.06 Use standardized recipes.

09.0 DEMONSTRATE MERCHANDISING TECHNIQUES--The student will be able to:

09.01 Identify merchandising techniques, such as advertising and suggestive selling.
09.02 Demonstrate merchandising techniques.

10.0 PREPARE BAKE STATION ITEMS--The student will be able to:

10.01 Define terms associated with bake station items.
10.02 Identify methods of preparing quick breads.
10.03 Identify standards for evaluation of quick breads.
10.04 Prepare quick breads.
10.05 Identify methods of preparing cookies.
10.06 Identify standards for evaluation of cookies.
10.07 Prepare cookies.
10.08 Identify acceptable methods of storing baked station items.

10.09 Identify the functions of ingredients used in bake station items.
10.10 Identify methods of preparing yeast breads.
10.11 Identify methods of preparing pies, and pastries.
10.12 Prepare and evaluate pies, and pastries.
10.13 Identify methods of preparing pies.
10.14 Identify standards for evaluation of pies.
10.15 Prepare pies.

11.0 PREPARE PANTRY ITEMS--The student will be able to:

11.01 Identify terms associated with pantry preparation.
11.02 Identify preparation techniques for salads and dressings.
11.03 Identify standards for evaluation of salads and dressings.
11.04 Prepare salads and dressing.
11.05 Identify preparation techniques for sandwiches.
11.06 Identify standards for evaluation of sandwiches.
11.07 Prepare sandwiches.
11.08 Identify acceptable methods of storing pantry items.
11.09 Identify preparation techniques for garnishes.
11.10 Identify standards for evaluation of appetizers
11.11 Prepare, use and store garnishes.
11.12 Identify preparation techniques for appetizers.
11.13 Identify standards for evaluation of appetizers.
11.14 Prepare appetizers.
11.15 Demonstrate presentation of pantry items.

12.0 PREPARE FRY STATION ITEMS--The student will be able to:

12.01 Define terms associated with a fry station.
12.02 Identify methods of preparing fried foods.
12.03 Describe standards for judging fried foods.
12.04 Prepare fried foods, such as pan, deep and stir.
12.05 Demonstrate presentation of fry station items.
12.06 Demonstrate acceptable methods of storing fry station items.

13.0 PREPARE HOT STATION ITEMS--The student will be able to:

13.01 Define terminology associated with hot station food items.
13.02 Identify standards of evaluation for all hot station items.
13.03 Identify preparation techniques for eggs and dairy products.
13.04 Prepare and evaluate egg and dairy products.
13.05 Identify preparation techniques for vegetables and fruits.
13.06 Prepare and evaluate vegetables and fruits.
13.07 Identify preparation techniques for soups and sauces.
13.08 Prepare and evaluate soups and sauces.
13.09 Identify preparation techniques for pasta and rice products.
13.10 Prepare and evaluate pasta and rice products.
13.11 Demonstrate presentation of hot station items.
13.12 Demonstrate acceptable methods of storing hot station items.
13.13 Identify sources and cuts of meats, fish, seafood, and poultry.
13.14 Identify preparation techniques for meat, fish, seafood, and poultry.
13.15 Prepare and evaluate meats, fish, seafood, and poultry.

14.0 PREPARE BEVERAGES--The student will be able to:

14.01 Identify terminology involved in beverage preparation.
14.02 Identify preparation techniques for beverages.
14.03 Identify methods of serving beverages.
14.04 Identify standards for judging beverages.
14.05 Prepare coffee.
14.06 Prepare hot and iced tea.

14.07 Identify acceptable methods for storing beverages.

15.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

15.01 Identify professional and youth organizations.
15.02 Identify purposes and functions of professional and youth organizations.
15.03 Identify roles and responsibilities of members.
15.04 Work cooperatively as a group member to achieve organizational goals.
15.05 Demonstrate confidence in leadership roles and organizational responsibilities.
15.06 Demonstrate commitment to achieve organizational goals.
15.07 Identify skills necessary to balance the responsibilities of school, home, and work.

16.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

16.01 Define entrepreneurship.
16.02 Describe the importance of entrepreneurship to the American economy.
16.03 List the advantages and disadvantages of business ownership.
16.04 Identify the risks involved in ownership of a business.
16.05 Identify the necessary personal characteristics of a successful entrepreneurship.
16.06 Identify the business skills needed to operate a small business efficiently and effectively.
16.07 Describe the responsibilities of an employee to support the business or industry.

17.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN FOOD -- The student will be able to:

17.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
17.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
17.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupation tasks.
17.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
17.05 Demonstrate communication competencies necessary to perform the occupation tasks.
17.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

STUDENT PERFORMANCE STANDARD EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics
COURSE CREDIT: 1

PROGRAM TITLE: Food Production and Services
PROGRAM AREA: 8515000

COURSE TITLE: Food Production and Services 1
COURSE NUMBER: 8515010

COURSE DESCRIPTION: The purpose of this course is to assist students to identify the operational procedures of food services, career and job opportunities, to prepare bake station, beverage, and pantry items; to use recipes and commercial tools and equipment; to demonstrate safe work procedures; and to demonstrate employability, leadership and organizational skills.

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the food production and services industry.
01.02 Identify resources for a job search.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

02.01 Exhibit appropriate dress and grooming for the food service workers.
02.02 Identify acceptable work habits.
02.03 Conduct a job search.

03.0 IDENTIFY OPERATIONAL PROCEDURES OF FOOD ESTABLISHMENTS--The student will be able to:

03.01 Identify procedures that take place in the front and back of the house.
03.02 Identify elements of a successfully organized food service operation in relation to time, energy, money and space.
03.03 Identify a food production schedule.

04.0 EXHIBIT SAFE, SECURE AND SANITARY WORK PROCEDURES--The student will be able to:

04.01 Apply hazard control, such as common kitchen accidents and fire safety.
04.02 Identify first aid procedures for burns, cuts, strains and choking and report to supervisor.
04.03 Demonstrate sanitary procedures in maintaining the facility.
04.04 Identify ways in which road may be contaminated.
04.05 Identify sanitary procedures in food storage, preparation and service.
04.06 Identify preventive measures to control insects and rodents.

05.0 USE COMMERCIAL TOOLS AND EQUIPMENT--The student will be able to:

05.01 Identify small commercial tools and equipment.
05.02 Identify, use and clean large commercial equipment.
05.03 Demonstrate safe procedures for use, cleaning and storage of small commercial tools and equipment.
05.04 Demonstrate safe procedures for use and cleaning of large commercial equipment.

06.0 PERFORM MEAL SERVICE ACTIVITIES--The student will be able to:

06.01 Demonstrate setting a basic individual cover.

07.0 PERFORM COST AND PORTION CONTROL OF FOOD--The student will be able to:

07.01 Identify procedures, techniques and reasons for cost and portion control.

08.0 USE RECIPES--The student will be able to:

08.01 Identify standard food preparation terms.
08.02 Identify abbreviations for weights and measures.
08.03 Measure standard food items.
08.04 Identify equivalents of weights and measures.

08.05 Identify parts of a standardized recipe.
08.06 Use standardized recipes.

10.0 PREPARE BAKE STATION ITEMS--The student will be able to:
10.01 Define terms associated with bake station items.
10.02 Identify methods of preparing quick breads.
10.03 Identify standards for evaluation of quick breads.
10.04 Prepare quick breads.
10.05 Identify methods of preparing cookies.
10.06 Identify standards for evaluation of cookies.
10.07 Prepare cookies.

11.0 PREPARE PANTRY ITEMS--The student will be able to:

11.01 Identify terms associated with pantry preparation.
11.02 Identify preparation techniques for salads and dressings.
11.03 Identify standards for evaluation of salads and dressings.
11.04 Prepare salads and dressing.
11.05 Identify preparation techniques for sandwiches.
11.06 Identify standards for evaluation of sandwiches.
11.07 Prepare sandwiches.
11.08 Identify acceptable methods of storing pantry items.

14.0 PREPARE BEVERAGES--The student will be able to:

14.01 Identify terminology involved in beverage preparation.
14.02 Identify preparation techniques for beverages.
14.03 Identify methods of serving beverages.
14.04 Identify standards for judging beverages.
14.05 Prepare coffee.
14.06 Prepare hot and iced tea.
14.07 Identify acceptable methods for storing beverages.

15.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

15.01 Identify professional and youth organizations.
15.02 Identify purposes and functions of professional and youth organizations.
15.03 Identify roles and responsibilities of members.
15.04 Work cooperatively as a group member to achieve organizational goals.
15.05 Demonstrate confidence in leadership roles and organizational responsibilities.
15.06 Demonstrate commitment to achieve organizational goals.
15.07 Identify skills necessary to balance the responsibilities of school, home, and work.

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STUDENT PERFORMANCE STANDARD
EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics
COURSE CREDIT: 1

PROGRAM TITLE: Food Production and Services
PROGRAM AREA: 8515000

COURSE TITLE: Food Production and Services 2
COURSE NUMBER: 8515010

COURSE DESCRIPTION: The purpose of this course is to assist students to identify training requirements, job responsibilities, and operational procedures and functions; to demonstrate communication and employability skills and to prepare bake station, fry station, pantry, and hot station items.

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

- 01.03 Identify levels of training required for food production and services occupations.
- 01.04 Identify duties and responsibilities of food production and services occupations.
- 01.05 Identify ways to achieve job advancement in the industry.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 02.03 Conduct a job search.
- 02.04 Secure information about a job.
- 02.05 Identify documents that may be required when applying for a job.
- 02.06 Complete a job application for correctly.
- 02.07 Demonstrate competence in job interview techniques.
- 02.08 Identify or demonstrate appropriate response to criticism from employer, supervisor, or other persons.
- 02.12 Identify rules, regulations and legislation affecting the employee, such as social security, minimum wage, income tax and child labor laws.
- 02.13 Identify rules, regulations and legislation affecting the food industry.

03.0 IDENTIFY OPERATIONAL PROCEDURES OF FOOD ESTABLISHMENTS--The student will be able to:

- 03.04 Demonstrate communication skills between front of house and back of house.
- 03.05 Identify rules of motion economy that apply to work simplification.
- 03.06 Identify the process of receiving, storing and issuing foods
- 03.07 Follow a food production schedule.

04.0 EXHIBIT SAFE, SECURE AND SANITARY WORK PROCEDURES--The student will be able to:

- 04.07 Follow state and local sanitation and safety codes.

06.0 PERFORM MEAL SERVICE ACTIVITIES--The student will be able to:

- 06.02 Identify types of meal service such as cafeteria, buffet, fast food and American style.
- 06.03 Identify techniques of table setting.

07.0 PERFORM COST AND PORTION CONTROL OF FOOD--The student will be able to:

- 07.02 Use tools and equipment in portion control.
- 07.03 Preform cost and portion control in food production.
- 07.04 Utilize leftovers to reduce costs and increase profits.

10.0 PREPARE BAKE STATION ITEMS--The student will be able to:

- 10.07 Identify acceptable methods of storing baked station items.
- 10.08 Identify the functions of ingredients used in bake station items.
- 10.09 Identify methods of preparing yeast breads.
- 10.10 Prepare and evaluate yeast breads.
- 10.11 Identify methods of preparing pies, and pastries.
- 10.12 Prepare and evaluate pies, and pastries.
- 10.13 Identify methods of preparing cakes and frosting.

10.14 Prepare and evaluate cakes and frostings including decorative icings.
10.15 Demonstrate presentation of bake station items.

11.0 PREPARE PANTRY ITEMS--The student will be able to:

11.09 Identify preparation techniques for garnishes.
11.10 Identify standards for evaluation of appetizers
11.11 Prepare, use and store garnishes.

12.0 PREPARE FRY STATION ITEMS--The student will be able to:

12.01 Define terms associated with a fry station.
12.02 Identify methods of preparing fried foods.
12.03 Describe standards for judging fried foods.
12.04 Prepare fried foods, such as pan, deep and stir.
12.05 Demonstrate presentation of fry station items.
12.06 Demonstrate acceptable methods of storing fry station items.

13.0 PREPARE HOT STATION ITEMS--The student will be able to:
13.01 Define terminology associated with hot station food items.
13.02 Identify standards of evaluation for all hot station items.
13.03 Identify preparation techniques for eggs and dairy products.
13.04 Prepare and evaluate egg and dairy products.
13.05 Identify preparation techniques for vegetables and fruits.
13.06 Prepare and evaluate vegetables and fruits.
13.07 Identify preparation techniques for soup and sauces.
13.08 Prepare and evaluate soups and sauces.
13.09 Identify preparation techniques for pasta and rice products.
13.10 Prepare and evaluate pasta and rice products.
13.11 Demonstrate presentation of hot station items.

15.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

15.01 Identify professional and youth organizations.
15.02 Identify purposes and functions of professional and youth organizations.
15.03 Identify roles and responsibilities of members.
15.04 Work cooperatively as a group member to achieve organizational goals.
15.05 Demonstrate confidence in leadership roles and organizational responsibilities.
15.06 Demonstrate commitment to achieve organizational goals.
15.07 Develop a personal growth project.

STUDENT PERFORMANCE STANDARD

EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics

COURSE CREDIT: 1

PROGRAM TITLE: Food Production and Services

PROGRAM AREA: 8515000

COURSE TITLE: Food Production and Services 3

COURSE NUMBER: 8515030

COURSE DESCRIPTION: The purpose of this course is to assist students to identify career options, trends, and OPERATIONAL procedures; to demonstrate meal service activities, employability and merchandising skills, and cost and portion control of food; and to prepare bake station, pantry, and hot station items.

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.06 Identify career options in the industry, such as entrepreneurship and franchise ownership.
01.07 Analyze current trends as they may affect the future or the Industry.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

02.07 Identify acceptable work habits.
02.08 Demonstrate knowledge of how to make job changes appropriately.
02.09 Demonstrate acceptable employee health habits.
02.10 Develop and write a resume.
02.11 Characteristics desired for working with people.

03.0 IDENTIFY OPERATIONAL PROCEDURES OF FOOD ESTABLISHMENTS--The student will be able to:

03.07 Identify the importance of proper inventory control.
03.08 Interpret menus to meet current dietary guidelines and nutritional requirements of individuals.

06.0 PERFORM MEAL SERVICE ACTIVITIES--The student will be able to:

06.04 Perform front-of-the-house skills such as order taking, check presentation, busing tables, serving food, receiving money, and host or hostess duties.
06.05 Demonstrate desirable communication between customer and employee.
06.06 Establish, set up and maintain server stations.

09.0 DEMONSTRATE MERCHANDISING TECHNIQUES--The student will be able to:

09.01 Identify merchandising techniques, such as advertising and suggestive selling.
09.02 Demonstrate merchandising techniques.
09.03 Compare costs for various kinds of advertising.

10.0 PREPARE BAKE STATION ITEMS--The student will be able to:

10.16 Identify methods of preparing pastry.
10.17 Prepare and evaluate pastry.
10.18 Identify methods of preparing desserts.
10.19 Prepare and evaluate desserts.

11.0 PREPARE PANTRY ITEMS--The student will be able to:

11.09 Identify preparation techniques for appetizers.
11.10 Prepare and evaluate appetizers.
11.12 Demonstrate presentation of pantry items.

13.0 PREPARE HOT STATION ITEMS--The student will be able to:

13.14 Demonstrate acceptable methods of storing hot station items.
13.15 Identify sources and cuts of meats, fish, seafood, and poultry.
13.16 Identify preparation techniques for meat, fish, seafood, and poultry.
13.17 Prepare and evaluate meats, fish, seafood, and poultry.

15.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

15.01 Identify professional and youth organizations.
15.02 Identify purposes and functions of professional and youth organizations.
15.03 Identify roles and responsibilities of members.
15.04 Work cooperatively as a group member to achieve organizational goals.
15.05 Demonstrate confidence in leadership roles and organizational responsibilities.
15.06 Demonstrate commitment to achieve organizational goals.
15.07 Develop a personal growth project.

16.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

16.01 Define entrepreneurship.
16.02 Describe the importance of entrepreneurship to the American economy.
16.03 List the advantages and disadvantages of business ownership.
16.04 Identify the risks involved in ownership of a business.
16.05 Identify the necessary personal characteristics of a successful entrepreneurship.
16.06 Identify the business skills needed to operate a small business efficiently and effectively.
16.07 Simulate customer relations skills.
16.08 Describe the responsibilities of an employee to support the business or industry.

17.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN FOOD PRODUCTION AND SERVICES -- The student will be able to:

17.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
17.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
17.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupation tasks.
17.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
17.05 Demonstrate communication competencies necessary to perform the occupation tasks.
17.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

CURRICULUM FRAMEWORK
PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION
EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Furniture Upholstery

CODE NUMBER: Secondary ____________ Postsecondary V200503

Florida CIP 0420.050300

SECONDARY SCHOOL CREDITS _____ COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ____7-9 ____9-12 X Postsecondary Adult Vocational

____ Postsecondary Vocational X Other 30,31

CERTIFICATION COVERAGE: VOC HME EC @2 @4 GEN HME EC @2 @4
HOMEMAKING @2 @7 G FURN REPR @7 G
HOME EC 1 @ 2 HOME EC OCC @7 G

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as upholsterers (89508698), furniture and upholstery measurers, upholstery estimators, upholstery cutters (50144606), upholstery repairers (7829.684-122), and cushion makers, or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, furniture stripping and repair, measuring and determining cost of materials and labor, fabric selection, and operation of industrial machines.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of equipment including upholstery fabrics and materials, frames, springs, cushions, tools, staple guns, industrial sewing machines, and storage equipment.

III. SPECIAL NOTE: The cooperative method of instruction is appropriate forthis program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The program/course should be reviewed and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The concern for balancing work and family responsibilities is addressed as an employability skill.

The typical length of this program for the average achieving student is 1050 hours. Additional hours to develop skills may be offered through cooperative education.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify career and job opportunities.
02. Demonstrate employability skills.
03. Operate and maintain industrial machines.
04. Select, use, and care for tools, equipment, and supplies.
05. Identify, use, and care for fabrics.
06. Measure, plot, and cut fabric.
07. Apply workroom techniques.
08. Demonstrate an understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS — EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics — SECONDARY NUMBER: _________

COURSE TITLE: Furniture Upholstery — POSTSECONDARY NUMBER: V200503

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES -- The student will be able to:

01.01 Identify occupations in the furniture upholstery industry.
01.02 Identify resources for a job search.
01.03 Identify ways to achieve job advancement in the industry.
01.04 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

02.01 Conduct a job search.
02.02 Secure information about a job.
02.03 Identify documents that may be required when applying for a job.
02.04 Complete a job application form correctly.
02.05 Demonstrate competence in job interview techniques.
02.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
02.07 Identify acceptable work habits.
02.08 Demonstrate knowledge of how to make job changes appropriately.
02.09 Demonstrate acceptable employee health habits.
02.10 Demonstrate customer relations skills.
02.11 Develop and write a resume.

03.0 OPERATE AND MAINTAIN INDUSTRIAL MACHINES -- The student will be able to:

03.01 Identify the functions and principal parts of the various kinds of machines used in furniture upholstering.
03.02 Operate and care for machines.
03.03 Identify reasons for machine malfunctions and make minor adjustments.

04.0 SELECT, USE, AND CARE FOR TOOLS, EQUIPMENT, AND SUPPLIES -- The student will be able to:

04.01 Identify, use, and care for tools, equipment, and supplies.
04.02 Demonstrate safety practices.

05.0 IDENTIFY, USE, AND CARE FOR FABRICS -- The student will be able to:

05.01 Differentiate between natural and synthetic fibers.
05.02 Identify fibers, characteristics of fibers, methods of construction and proper use of fabric design.

06.0 MEASURE, PLOT, AND CUT FABRIC -- The student will be able to:

06.01 Measure and plot pattern repeat, design, and nap to compute fabric needs.
06.02 Make and use patterns and templates.
06.03 Cut fabric to calculated specifications.

07.0 APPLY WORKROOM TECHNIQUES -- The student will be able to:

07.01 Strip furniture.
07.02 Repair frames.
07.03 Repair and replace springs.
07.04 Construct cushions and pillows.
07.05 Prepare frame for final fabric.

07.06 Apply final fabric in proper sequence.
07.07 Select and apply final trim.
07.08 Construct channels.
07.09 Construct tufts.
07.10 Construct skirts.
07.11 Make buttons.

08.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

08.01 Define entrepreneurship.
08.02 Describe the importance of entrepreneurship to the American economy.
08.03 List the advantages and disadvantages of business ownership.
08.04 Identify the risks involved in ownership of a business.
08.05 Identify the necessary personal characteristics of a successful entrepreneur.
08.06 Identify the business skills needed to operate a small business efficiently and effectively.
08.07 Describe the responsibility of an employee to support the business or industry.

CURRICULUM FRAMEWORK
PROGRAM AREA: Home Economics
FLORIDA DEPARTMENT OF EDUCATION
EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Institutional and Residential Services

CODE NUMBER: Secondary 8524000 Postsecondary V200601

Florida CIP 0420.060100

SECONDARY SCHOOL CREDITS 3
COLLEGE CREDITS_____
POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ____7-9 __X__9-12 X Postsecondary Adult Vocational

_____ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE:			
	9-12:	VOC HME EC @2 @4 HOMEMAKING @2 ¢ 7 HOME EC OCC ¢ 7	GEN HME EC @2 @4 HOME EC 1 @ 2
	30-31:	VOC HME EC @2 @4 HOME EC OCC @ 7 G HOME EC 1 @ 2	GEN HME EC @2 @4 HOMEMAKING @2 @7 G

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as residential, institutional/executive house keepers (301.137-010), supervisors, housecleaners (323.137-010), laundry workers (321.695-018), linen room attendants (222.387-030), commercial or institutional cleaners (381.687-014), wall cleaner (381.687-026) or floor cleaner (381.687-034), or to provide supplemental training for persons previously or currently employed in these occupations.

Listed below are the courses that comprise this program when offered at the secondary level:

8524010	Institutional and Residential Services 1
8524020	Institutional and Residential Services 2
8524030	Institutional and Residential Services 3

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the field. Activities include instruction in the use of vacuum cleaners, floor scrub machines, buffers, laundry equipment and fire extinguishers.

III. SPECIAL NOTE: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The concern for balancing work and family responsibilities is addressed as an employability skill.

The typical length of this program for the average achieving student is 450 hours.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify employment and career opportunities.
02. Apply principles of management.
03. Demonstrate safety, security and sanitation procedures.
04. Select, use and maintain cleaning equipment and supplies appropriately.
05. Demonstrate residential housekeeping procedures.
06. Demonstrate institutional housekeeping (patient's room) procedures.
07. Demonstrate hotel/motel housekeeping procedures (cleaning guest room).
08. Use home and commercial laundry equipment.
09. Use emergency first aid procedures.
10. Demonstrate use and care of fire extinguishers.
11. Demonstrate employability skills.
12. Demonstrate an understanding of entrepreneurship.
13. Demonstrate appropriate basic skills essential to working in Institutional and Residential Services.
14. Demonstrate safe and effective procedures for handling hazardous materials.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics
SECONDARY NUMBER: 8524000

PROGRAM TITLE: Institutional and Residential Services
POSTSECONDARY NUMBER: V200601

01.0 IDENTIFY EMPLOYMENT AND CAREER OPPORTUNITIES -- The student will be able to:

01.01 Survey employment and career opportunities from job descriptions.
01.02 Identify job responsibilities.

02.0 APPLY PRINCIPLES OF MANAGEMENT -- The student will be able to:

02.01 Apply decision-making skills in the use of human and material resources.
02.02 Organize a work load by making a work schedule.
02.03 Maintain records and reports.

03.0 DEMONSTRATE SAFETY, SECURITY AND SANITATION PROCEDURES -- The student will be able to:

03.01 Demonstrate the ability to read and interpret labels.
03.02 Apply safety practices in the use, care and storage of cleaning supplies and maintenance products.
03.03 Demonstrate sanitation and safety procedures as required by the health department and OSHA.
03.04 Use and care for equipment and supplies according to manufacturer's instruction.

04.4 SELECT, USE AND MAINTAIN CLEANING EQUIPMENT AND SUPPLIES APPROPRIATELY -- The student will be able to:

04.01 Inventory supplies.
04.02 Identify basic supplies and equipment needed for specific jobs.
04.03 Maintain equipment and storage areas.
04.04 Report faulty equipment and needed repairs.
04.05 Demonstrate safety rules and care in operating manual and power tools and equipment.
04.06 Disassemble and clean with vacuum.
04.07 Disassemble and clean with scrub machine and buffer.

05.0 DEMONSTRATE RESIDENTIAL HOUSEKEEPING PROCEDURES--The student will be able to:

05.01 Demonstrate appropriate housekeeping and maintenance practices.
05.02 Remove soil from all surfaces.
05.03 Demonstrate the care of each type of floor covering.
05.04 Demonstrate the cleaning of moldings.
05.05 Demonstrate the cleaning and care of mirrors and windows.
05.06 Demonstrate the cleaning and care of a variety of window treatments.
05.07 Demonstrate work simplification techniques.
05.08 Demonstrate the ability to clean and care for a variety of wall and ceiling surfaces.
05.09 Demonstrate the ability to clean and care for fixtures and surfaces.
05.10 Demonstrate the ability to clean various types of accessories.
05.11 Demonstrate the ability to clean and care for gas, electric and solar appliances.

06.0 DEMONSTRATE INSTITUTIONAL HOUSEKEEPING (PATIENT'S ROOM) PROCEDURES -- The student will be able to:

06.01 Demonstrate appropriate housekeeping and maintenance practices in cleaning occupied, unoccupied and discharged rooms.
06.02 Identify proper techniques for cleaning isolation units.
06.03 Demonstrate established guidelines for entering and cleaning a room.
06.04 Demonstrate responsibility in handling keys.
06.05 Demonstrate procedures for adjusting windows.
06.06 Demonstrate procedures for adjusting heating and air conditioning equipment.
06.07 Re-hang draperies.
06.08 Make a bed according to specifications.
06.09 Demonstrate use of the fogging machine.
06.10 Demonstrate work simplification techniques.

07.0 DEMONSTRATE HOTEL/MOTEL HOUSEKEEPING PROCEDURES (CLEANING GUEST ROOM) -- The student will be able to:

07.01 Demonstrate established guidelines for entering and cleaning a room.
07.02 Identify symbols and terminology.
07.03 Report room damage.
07.04 Describe procedures for handling lost and found items.
07.05 Interpret occupancy report.
07.06 Describe responsibilities in handling passkey.
07.07 Demonstrate procedures for adjusting windows.
07.08 Demonstrate procedure for adjusting heating and air conditioning.
07.09 Inventory supplies furnished to quest.
07.10 Re-hang draperies.
07.11 Demonstrate procedures for checking vacant room.
07.12 Clean and disinfect guest room.
07.13 Make a bed according to specifications.
07.14 Demonstrate work simplification techniques.

08.0 USE HOME AND COMMERCIAL LAUNDRY EQUIPMENT -- The student will be able to:

08.01 Demonstrate the use of home and commercial laundry equipment and supplies.
08.02 Perform maintenance and minor repairs on home and commercial laundry equipment.
08.03 Manage activities of the laundry departments.

09.0 USE EMERGENCY FIRST AID PROCEDURES -- The student will be able to:

09.01 Complete a standard first aid course.
09.02 Perform first aid procedures.

10.0 DEMONSTRATE USE AND CARE OF FIRE EXTINGUISHERS -- The student will be able to:
10.01 Identify the various types of fire extinguishers.
10.02 Use fire extinguishers appropriate to fire hazards.

11.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

11.01 Conduct a job search.
11.02 Secure information about a job.
11.03 Identify documents that may be required when applying for a job.
11.04 Complete a job application form correctly.
11.05 Demonstrate competence in job interview techniques.
11.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.

11.07 Identify acceptable work habits.
11.08 Demonstrate knowledge of how to make job changes appropriately.
11.09 Demonstrate acceptable employee health habits.
11.10 Develop and write a resume.
11.11 Identify personal characteristics desired for working with people.

12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

12.01 Define entrepreneurship.
12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business ownership.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneur.
12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe the responsibilities of an employee to support the business or industry.

13.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN INSTITUTIONAL AND RESIDENTIAL SERVICES -- The student will be able to:

13.01 Identify the mathematics knowledge, skills, and attitudes necessary to perform the occupation.
13.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
13.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupation tasks.
13.04 Demonstrate mathematics competencies necessary to perform the occupation tasks.
13.05 Demonstrate communication competencies necessary to perform the occupation tasks.
13.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

14.0 DEMONSTRATE SAFE AND EFFECTIVE PROCEDURES FOR HANDLING HAZARDOUS MATERIALS -- The student will be able to:

14.01 Identify types of hazardous materials found in the Institutional and Residential Services industry.
14.02 Demonstrate safe procedures in handling, transporting, and storing hazardous materials.
14.03 Identify appropriate steps in disposing of waste materials.
14.04 Identify and interpret County, State and Federal laws, rules and regulations governing hazardous waste materials.
14.05 List possible emergencies that may occur when handling waste materials and identify proper First Aid procedures.

STUDENT PERFORMANCE STANDARDS

EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics

COURSE CREDIT: 1

PROGRAM TITLE: Institutional and Residential Services

PROGRAM NUMBER: 8524000

COURSE TITLE: Institutional and Residential Services 1

COURSE NUMBER: 8524010

01.0 IDENTIFY EMPLOYMENT AND CAREER OPPORTUNITIES -- The student will be able to:
01.01 Survey employment and career opportunities from job descriptions.
01.02 Identify job responsibilities.

03.0 DEMONSTRATE SAFETY, SECURITY AND SANITATION PROCEDURES -- The student will be able to:

03.01 Demonstrate the ability to read and interpret labels.
03.02 Apply safety practices in the use, care and storage of cleaning supplies and maintenance products.
03.03 Demonstrate sanitation and safety procedures as required by the health department and OSHA.
03.04 Use and care for equipment and supplies according to manufacturer's instruction.

04.0 SELECT, USE AND MAINTAIN CLEANING EQUIPMENT AND SUPPLIES APPROPRIATELY -- The student will be able to:

04.01 Inventory supplies.
04.02 Identify basic supplies and equipment needed for specific jobs.
04.03 Maintain equipment and storage areas.
04.04 Report faulty equipment and needed repairs.
04.05 Demonstrate safety rules and care in operating manual and power tools and equipment.
04.06 Disassemble and clean with vacuum.
04.07 Disassemble and clean with scrub machine and buffer.

06.0 DEMONSTRATE INSTITUTIONAL HOUSEKEEPING (PATIENT'S ROOM) PROCEDURES -- The student will be able to:

06.01 Demonstrate appropriate housekeeping and maintenance practices in cleaning occupied, unoccupied and discharged rooms.
06.02 Identify proper techniques for cleaning isolation units.
06.03 Demonstrate established guidelines for entering and cleaning a room.
06.04 Demonstrate responsibility in handling keys.
06.05 Demonstrate procedures for adjusting windows.
06.06 Demonstrate procedures for adjusting heating and air conditioning equipment.
06.07 Re-hang draperies.
06.08 Make a bed according to specifications.
06.09 Demonstrate use of the fogging machine.
06.10 Demonstrate work simplification techniques.

09.0 USE EMERGENCY FIRST AID PROCEDURES -- The student will be able to:

09.01 Complete a standard first aid course.
09.02 Perform first aid procedures.

10.0 DEMONSTRATE USE AND CARE OF FIRE EXTINGUISHERS -- The student will be able to:

10.01 Identify the various types of fire extinguishers.
10.02 Use fire extinguishers appropriate to fire hazards.

STUDENT PERFORMANCE STANDARDS

EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics

COURSE CREDIT: 1

PROGRAM TITLE: Institutional and Residential Services

PROGRAM NUMBER: 8524000

COURSE TITLE: Institutional and Residential Services 2

COURSE NUMBER: 8524020

05.0 DEMONSTRATE RESIDENTIAL HOUSEKEEPING PROCEDURES -- The student will be able to:
05.01 Demonstrate appropriate housekeeping and maintenance practices.

05.02 Remove soil from all surfaces.
05.03 Demonstrate the care of each type of floor covering.
05.04 Demonstrate the cleaning of moldings.
05.05 Demonstrate the cleaning and care of mirrors and windows.
05.06 Demonstrate the cleaning and care of a variety of window treatments.
05.07 Demonstrate work simplification techniques.
05.08 Demonstrate the ability to clean and care for a variety of wall and ceiling surfaces.
05.09 Demonstrate the ability to clean and care for fixtures and surfaces.
05.10 Demonstrate the ability to clean various types of accessories.
05.11 Demonstrate the ability to clean and care for gas, electric and solar appliances.

08.0 USE HOME AND COMMERCIAL LAUNDRY EQUIPMENT -- The student will be able to:

08.01 Demonstrate the use of home and commercial laundry equipment and supplies.
08.02 Perform maintenance and minor repairs on home and commercial laundry equipment.
08.03 Manage activities of the laundry departments.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1992

PROGRAM AREA: Home Economics
COURSE CREDIT: 1

PROGRAM TITLE: Institutional and Residential Services
PROGRAM NUMBER: 8524000

COURSE TITLE: Institutional and Residential Services 3
COURSE NUMBER: 8524030

02.0 APPLY PRINCIPLES OF MANAGEMENT -- The student will be able to:

02.01 Apply decision-making skills in the use of human and material resources.
02.02 Organize a work load by making a work schedule.
02.03 Maintain records and reports.

07.0 DEMONSTRATE HOTEL/MOTEL HOUSEKEEPING PROCEDURES (CLEANING GUEST ROOM) -- The student will be able to:

07.01 Demonstrate established guidelines for entering and cleaning a room.
07.02 Identify symbols and terminology.
07.03 Report room damage.
07.04 Describe procedures for handling lost and found items.
07.05 Interpret occupancy report.
07.06 Describe responsibilities in handling passkey.
07.07 Demonstrate procedures for adjusting windows.
07.08 Demonstrate procedure for adjusting heating and air conditioning.
07.09 Inventory supplies furnished to guest.
07.10 Re-hang draperies.
07.11 Demonstrate procedures for checking vacant room.
07.12 Clean and disinfect guest room.
07.13 Make a bed according to specifications.
07.14 Demonstrate work simplification techniques.

12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

12.01 Define entrepreneurship.

12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business ownership.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneur.
12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe responsibilities of an employee to support the business or industry.

13.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN INSTITUTIONAL AND RESIDENTIAL SERVICES -- The student will be able to:

13.01 Identify the mathematics knowledge, skills, and attitudes necessary to perform the occupation.
13.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
13.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupation tasks.
13.04 Demonstrate mathematics competencies necessary to perform the occupation tasks.
13.05 Demonstrate communication competencies necessary to perform the occupation tasks.
13.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Home and Family Management

CODE NUMBER: Secondary 8500610 Postsecondary C200101

Florida CIP 0920.010100

SECONDARY SCHOOL CREDITS 1 COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ____7-9 X 9-12 ___Postsecondary Adult Vocational ___Postsecondary Vocational X Other 9-12, 30, 31

CERTIFICATION COVERAGE:

9-12	30-31
VOC HME EC @4	GEN HME EC @2 @4
GEN HME EC @4	VOC HME EC @2 @4
HOME EC 1 @ 2	HOMEMAKING @2 @7 G
	HOME EC OCC @7 G
	HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for occupation of homemaker (309.354-010), realizing the dual roles of males and females as homemakers-wage earners, and emphasizing the acquisition of knowledge and the development of attitudes, and skills relevant to individual and family life or to provide supplemental training for persons in the occupation of homemaker.

The content includes, but is not limited to, the establishment and maintenance of a satisfying home and family life, including decision making regarding human and material resources; social and economic influences on individual and family management; values, goals, and standards; family economics; and the organization of activities in the home as a means of successfully combining the roles of homemaker and wage-earner.

In order to provide for the needs of adult students, the Home and Family Management program at the postsecondary level may be divided into 45 clock hour courses with the following suggested titles:

Parenting in the Family
Personal and Family Relationships
Housing, Home Maintenance and Repair
Computers in the Home
Family Clothing and Household Textiles
Entrepreneurship in the Home
Family Nutrition and Foods
Family Finance and Resource Management

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in the use of equipment including large and small kitchen equipment, laundry, and cleaning equipment, sewing machines, personal computers, and software.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP).

Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The concern for balancing work and family responsibilities is addressed as an employability skills.

This program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The typical length of this program for the average achieving student is 150 hours.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Analyze the physical, emotional, intellectual and social growth and development of family members.
02. Manage interpersonal relationships.
03. Plan for child care and parenting.
04. Manage human and material resources.
05. Provide for health, safety, and security.
06. Manage finances for the home and family.
07. Plan, prepare, serve provide nutritious foods.
08. Plan, provide, and care for clothing.
09. Organize, plan, and perform household tasks including home maintenance and repairs.
10. Plan for housing and home furnishings.
11. Demonstrate leadership and organizational skills.
12. Demonstrate appropriate basic skills essential to working in Home and Family Management.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500610

COURSE TITLE: Home and Family Management POSTSECONDARY NUMBER: C200101

01.0 ANALYZE THE PHYSICAL, EMOTIONAL, INTELLECTUAL AND SOCIAL GROWTH AND DEVELOPMENT OF FAMILY MEMBERS --The student will be able to:

01.01 Identify the levels of basic human needs as outlined by Maslow's Hierarchy and discuss how each level affects personal development.
01.02 Describe factors that influence personality development including heredity and environment.
01.03 State how a positive self-concept helps build good relationships with peers and parents, success at school and on the job.
01.04 Identify the components high self-concept or low self-concept.
01.05 Analyze varying family structures and identify ways that families differ.
01.06 Describe family roles and responsibilities and discuss the importance of each family member's part in daily household duties.

02.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

02.01 Demonstrate effective listening techniques.
02.02 Describe nonverbal and verbal communication and their implications.
02.03 Define stress and a stressor.
02.04 Plan family leisure time activities that would be enriching for all family members.
02.05 Describe ways tobacco, alcohol, and drug abuse affect children and family life.
02.06 Plan family leisure time activities that would be enriching for all family members.
02.07 Compile a list of community support systems and organizations that help individuals and families.
02.08 Use problem-solving techniques to resolve family conflicts.

03.0 PLAN FOR CHILD CARE AND PARENTING--The student will be able to:

03.01 Describe responsibilities of parenting and child care.
03.02 Define bonding and its impact on the development of the child.
03.03 Define role model and describe how a role model may contribute to the development of a child.
03.04 Outline the physical and motor development of children from birth to age five years.
03.05 Identify activities which will stimulate intellectual, physical, emotional and social development in a child at a given age.
03.06 Evaluate toys for safety and appropriateness.
03.07 Describe ways parents can develop and maintain an open relationship with children.
03.08 Develop a list of sources for prenatal care, child development information and care and including information on choosing child care services.
03.09 Identify ways to foster positive social and emotional development in children.

04.0 MANAGE HUMAN AND MATERIAL RESOURCES--The student will be able to:

04.01 Outline the steps involved in the decision-making process.
04.02 Identify a goal statement and set short-term and long-term objectives.
04.03 Describe how values, goals, and behaviors are developed and interrelated.
04.04 Explain principles of management as they relate to human and material resources.

05.0 PROVIDE FOR HEALTH, SAFETY AND SECURITY--The student will be able to:

05.01 Develop a list of home safety rules.
05.02 Develop a family plan for emergencies in the areas of special health needs, fire, accidents, and natural disasters.
05.03 Develop a list of community emergency services and first-aid supplies for family use.
05.04 Develop a list of basic first-aid supplies used for minor household emergencies.

06.0 MANAGE FINANCES FOR THE HOME AND FAMILY--The student will be able to:

06.01 Define economic indicators and their impact on individual and family spending.
06.02 Identify money-saving techniques and ways to increase income.
06.03 Compare differences in cash versus credit purchases.
06.04 Describe the steps in establishing checking and savings accounts.
06.05 Develop a family budget.
06.06 Develop guidelines for a family possession inventory for insurance purposes.
06.07 Describe various insurance needs for individuals and families.
06.08 Develop a record-keeping system for tax purposes.
06.09 Demonstrate appropriate telephone use for personal and business calls.
06.10 Use appropriate paragraph structure, correct spelling and standard letter form for consumer inquiries.

07.0 PLAN, PREPARE, SERVE, AND PROVIDE NUTRITIOUS FOOD--The student will be able to:

07.01 Plan and prepare nutritionally balanced menus.
07.02 Describe comparison shopping techniques.
07.03 Explain how food preferences and special dietary needs affect family food choices.
07.04 Plan menus using convenience foods.
07.05 Develop a "food- shelf" plan for meeting emergency needs of the family.
07.06 Demonstrate table settings for a variety of eating occasions.
07.07 Identify a nutritionally balanced meal from a fast food restaurant and a family food service establishment.
07.08 Identify rules of etiquette for serving and eating food.

08.0 PLAN, PROVIDE, AND CARE FOR CLOTHING--The student will be able to:

08.01 Use the principles of wardrobe planning to provide for individual and family clothing needs.
08.02 Operate and care for a sewing machine.

08.03 Make simple garment repairs.
08.04 Use a basic commercial pattern to construct a garment.
08.05 Use the fabric-care instructions found on garments.
08.06 Identify maintenance skills in caring for personal wardrobe.

09.0 ORGANIZE, PLAN, AND PERFORM HOUSEHOLD TASKS, INCLUDING HOME MAINTENANCE AND REPAIRS--The student will be able to:

09.01 Select and use cleaning supplies and materials for basic interior/exterior house cleaning and maintenance.
09.02 Develop a cleaning schedule that incorporates time-saving methods for cleaning the home.
09.03 Identify professional cleaning services.
09.04 Develop a plan for storing cleaning supplies.
09.05 Use the washer and dryer in caring for household fabrics.
09.06 Use sanitary and recycling procedures for the disposal of trash and garbage.
09.07 Develop a "do-it-yourself" file for home maintenance and repairs.
09.08 Develop a filing system for home-care and maintenance records.

10.0 PLAN FOR HOUSING AND HOME FURNISHINGS--The student will be able to:

10.01 Identify housing costs.
10.02 Identify types of housing and family-housing requirements.
10.03 Identify and interpret insurance and legal responsibilities in providing housing.
10.04 Explain factors that affect utility costs for families.
10.05 Identify energy-saving techniques.
10.06 Develop guidelines for selecting and acquiring household furnishings.

11.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

11.01 Identify vocational student organizations related to family life.
11.02 Identify purposes and functions of vocational student organizations.
11.03 Identify roles and responsibilities of members.
11.04 Work cooperatively as a group member to achieve organizational goals.
11.05 Demonstrate confidence in leadership roles and organizational responsibilities.
11.06 Demonstrate commitment to achieve organizational goals.
11.07 Develop a personal-growth project.
11.08 Investigate competitive events for vocational youth organizations.

12.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN HOME AND FAMILY MANAGEMENT -- The student will be able to:

12.01 Identify the mathematics knowledge, skills, and attitudes necessary to perform the occupation of homemaking.
12.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks for homemaking.
12.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupation tasks for homemaking.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Home Economics Education Directed Study

CODE NUMBER: Secondary 8500100 Postsecondary ________

Florida CIP 0420.999901

SECONDARY SCHOOL CREDITS Multiple COLLEGE CREDITS____ POSTSECONDARY ADULT VOCATIONAL CREDITS______

APPLICABLE LEVEL(S): ____7-9 ____9-12 ____ 11-12 Postsecondary Adult Vocational

______ Postsecondary Vocational X Other 30,31

CERTIFICATION COVERAGE: Any Home Economics.
GEN HME EC @4 @2
HOME EC 1 @ 2
VOC HOME EC @4
¶ ANY HOME EC ED G

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to provide students with additional competencies in a Home Economics program that will enhance their opportunities for employment in the occupation chosen by the student.

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

II. LABORATORY ACTIVITIES: A work station is provided as required to support the training activities of the student.

III. SPECIAL NOTE: The Future Homemakers of America/Home Economics Related Occupations, Inc. is an appropriate vocational student organization for providing leadership training experiences and reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

This course may be taken only by a student with identified special needs or one who has completed, or is currently enrolled in, one of the courses listed in the Course Code Directory for a specific secondary job preparatory program. A student may earn multiple credits in this course.

Listed below are suggested criteria for selection of students for continuance in a specific home economics education program.

1. Students enrolled in alternative education programs.
2. Student consistently makes D's on written and performance tests covering technical information and performance which is given to all students in the program.
3. Student's rate of absence continually reflects the maximum allowed by local school board policy.
4. Student regularly does not meet deadlines for work assigned or does not exhibit a willingness to be punctual.

The specific student performance standards which the student must master to earn credit must be outlined in an instructional plan developed by the instructor.

The student enrolled in this course must be reported using the Course Code Directory program number for the specific program in which the student is continuing.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

The concern for balancing work and family responsibilities is addressed as an employability skill.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Perform designated job skills.
02. Demonstrate a knowledge of the basic skills in mathematics andlanguage appropriate for the chosen occupation.
03. Provide for health, safety, and security of self.
04. Manage interpersonal relationships.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics
SECONDARY NUMBER: 8500100

COURSE TITLE: Home Economics Education Directed Study
POSTSECONDARY NUMBER: ________

01.0 PERFORM DESIGNATED JOB SKILLS -- The student will be able to:

01.01 Demonstrate job performance skills.
01.02 Follow prescribed safety procedures.
01.03 Display increasingly higher levels of productivity.

02.0 DEMONSTRATE A KNOWLEDGE OF THE BASIC SKILLS IN MATHEMATICS AND LANGUAGE APPROPRIATE FOR THE CHOSEN OCCUPATION -- The student will be able to:

02.01 Use addition, subtraction, multiplication, and division to solve problems encountered in the chosen occupation.
02.02 Read, understand, and find information relative to the chosen occupation.
02.03 Write logical and grammatically correct statements and reports with correct spelling appropriate for the chosen occupation.

03.0 PROVIDE FOR HEALTH, SAFETY AND SECURITY OF SELF -- The student will be able to:

03.01 Develop a list of home safety rules.
03.02 Develop a family plan for emergencies in the areas of special health needs, fire, accidents, and natural disasters.
03.03 Develop a list of community emergency services and first-aid supplies for family use.
03.04 Develop a list of basic first-aid supplies used for minor household emergencies.

04.0 MANAGE INTERPERSONAL RELATIONSHIPS -- The student will be able to:

04.01 Determine effective listening techniques.
04.02 Describe nonverbal and verbal commmunication and their implications.
04.03 Define stress and stressor.
04.04 Identify family resources in dealing with stress and crises.
04.05 Describe ways tobacco, alcohol, and drug abuse affect children and family life.
04.06 Plan family leisure time activities that would be enriching for all family members.
04.07 Compile a list of community support systems and organizations that help individuals and families.
04.08 Use problem-solving techniques to handle family situations.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Home Furnishings Production

CODE NUMBER: Secondary 8521000 Postsecondary ________

Florida CIP 0420.050501

SECONDARY SCHOOL CREDITS 3 COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS ______

APPLICABLE LEVEL(S): ____7-9 X 9-12 ____ Postsecondary Adult Vocational

_____ Postsecondary Vocational X Other 9-12,30, 31

CERTIFICATION COVERAGE: VOC HME EC @4 GEN HME EC @4
HOMEMAKING @2 ¢ 7 HOME EC OCC ¢ 7
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as sewing machine operators, regular equipment, non-garments (61085205), drapery and upholstery measurers (299.364.010),or slip covers sewers (780.682-014), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes but is not limited to, home furnishings production selecting and maintaining suitable home furnishings; assisting interior designers, decorator, or professional home service directors; making slip covers, draperies, curtains, and window treatments; and making and designing accessories.

Listed below are the courses that comprise this program when offered.

8521010	Home Furnishings Production 1
8521020	Home Furnishings Production 2
8521030	Home Furnishings Production 3

It is recommended that students take home Furnishing Production 1 prior to Home Furnishing Production 2 and Home Furnishing Production 3.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of equipment including power sewing machines, tools, equipment and supplies for window treatments, technology design equipment; audio-visual equipment and storage equipment for materials and supplies.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

The cooperative method of instruction is appropriate for this program.Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP. In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The concern for balancing work and family responsibilities is addressed as an employability skill.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate employability skills.
02. Operate industrial machinery used in completing home furnishings.
03. Select, safety use and care for tools, equipment and supplies.
04. Select, use and care for textiles and non-textiles.
05. Measure, plot, mark and cut fabric.
06. Apply construction techniques for making slipcovers, window treatments, bedspreads and accessories.
07. Perform customer services.
08. Demonstrate safety, sanitation and security skills.
09. Demonstrate leadership and organizational skills.
10. Demonstrate an understanding of entrepreneurship.
11. Demonstrate appropriate basic skills essential to working in Home Furnishings Production.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8521000

PROGRAM TITLE: Home Furnishings Production POSTSECONDARY NUMBER:________

01.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

01.01 Conduct a job search.
01.02 Secure information about a job.
01.03 Identify documents that may be required when applying for a job.
01.04 Complete a job application form correctly.
01.05 Demonstrate competence in job interview techniques.
01.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
01.07 Identify acceptable work habits.
01.08 Demonstrate knowledge of how to make job changes appropriately.
01.09 Demonstrate acceptable employee health habits.
01.10 Develop and write a resume.
01.11 Identify personal characteristics desired for working with people.

02.0 OPERATE INDUSTRIAL MACHINERY USED IN COMPLETING HOME FURNISHINGS -- The student will be able to:

02.01 Identify the functions of the various kinds of machines used in home furnishings.
02.02 Identify principal parts of machines.
02.03 Operate and care for machines in a safe and efficient manner.
02.04 Oil and clean machines according to established guidelines.
02.05 Identify and insert various kinds of bobbin cases.
02.06 Thread machines using the correct procedures.
02.07 Identify and attach various kinds of presser feet.
02.08 Identify and select and insert various types and sizes of machine needles.
02.09 Demonstrate correct sitting posture when operating machine.
02.10 Practice correct control.
02.11 Identify possible reasons for machine malfunction.
02.12 Make minor adjustments to machine according to established guidelines.
02.13 Identify the types and functions of button machines.
02.14 Practice use of molds and dies.
02.15 Identify and make different types and sizes of buttons.

03.0 SELECT, SAFELY USE AND CARE FOR TOOLS, EQUIPMENT AND SUPPLIES --The student will be able to:

03.01 Identify, use and care of hand tools and equipment.
03.02 Identify, use and care of portable tools.
03.03 Identify, use and store supplies.

04.0 SELECT, USE AND CARE FOR TEXTILES AND NON-TEXTILES -- The student will be able to:

04.01 Differentiate between natural and synthetic fibers.
04.02 Examine various types of fabrics and determine:

Name of fiber
Characteristics of fiber
Method of construction
Care requirements

Suitable used in drapery, slipcovers, upholstery, bedspreads and accessories.
04.03 Compare the common characteristics of fiber to their expected performance.
04.04 List the characteristics and functions of the elements of design: Line, form or shape, texture, color and pattern repeat.
04.05 Coordinate and match colors according to elements of design.
04.06 Select fabrics utilizing the principles, proportion, balance, rhythm, emphasis and harmony.
04.07 Coordinate wallpaper, fabrics and accessories.

05.0 MEASURE, PLOT, MARK AND CUT FABRIC -- The student will be able to:

05.01 Measure and compute fabric needs.
05.02 Select fabric for project.
05.03 Measure and plot pattern.
05.04 Apply principles of design in matching fabrics with nap, stripes, plaids and pattern repeat.
05.05 Mark pattern layout.
05.06 Cut fabric to calculated specifications.

06.0 APPLY CONSTRUCTION TECHNIQUES FOR MAKING SLIPCOVERS, WINDOW TREATMENTS, BEDSPREADS AND ACCESSORIES -- The student will be able to:

06.01 Construct plain, French and flat-felled seams.
06.02 Gather or shirr fabric by machine and hand.
06.03 Construct and attach ruffles and tie backs.
06.04 Attach crinoline.
06.05 Attach linings.
06.06 Pleat draperies.
06.07 Attach weights.
06.08 Hem by machine and hand.
06.09 Make and cut straight on bias welt.
06.10 Sew zipper to zipper boxing.
06.11 Sew welting, attach welting and boxing to cushion panels.
06.12 Pad furniture for slipcovering.
06.13 Construct cording.
06.14 Shape slipcover sections and attach cording to seam lines.
06.15 Perform repairs of draperies and slipcovers.
06.16 Construct channels.
06.17 Construct tufts.
06.18 Construct skirts.
06.19 Prepare draperies and accessories for delivery.
06.20 Identify, assemble and install drapery hardware.
06.21 Identify, construction techniques required for valances, Austrian shades, cornices, jabot and Roman shades.

07.0 PERFORM CUSTOMER SERVICES -- The student will be able to:

07.01 Provide assistance to customer on selection of style and fabric for project.
07.02 Determine cost of service.
07.03 Demonstrate installation of project.
07.04 Plan business operational activities and costs.
07.05 Analyze, organize and manage a business.

08.0 DEMONSTRATE SAFETY, SANITATION AND SECURITY SKILLS -- The student will be able to:

08.01 Follow standard fire safety practices.
08.02 Follow standard disaster plan procedures.

08.03 Follow federal, state and local safety codes.
08.04 Evaluate personal practices in relation to the principles of sanitation and safety.
08.05 Identify safety practices and hazards.
08.06 Write cleaning procedures for equipment and work areas.
08.07 Identify cleaning agents available and their proper use.
08.08 Identify standard cleaning procedures.
08.09 Demonstrate how different equipment is cleaned.
08.10 Conduct routine safety inspection of work areas.
08.11 Identify safety laws/regulations for facility.
08.12 Prepare a safety inspection checklist.
08.13 Write procedures to comply with worker health care standards.
08.14 Identify health care standards/regulations.
08.15 Monitor facility compliance with standards.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth
09.03 Follow federal, state and local safety codes.
09.04 Evaluate personal practices in relation to the principles of sanitation and safety.
09.05 Identify safety practices and hazards.
09.06 Write cleaning procedures for equipment and work areas.
09.07 Identify cleaning agents available and their proper use.

10.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

10.01 Define entrepreneurship.
10.02 Describe the importance of entrepreneurship to the American economy.
10.03 List the advantages and disadvantages of business ownership.
10.04 Identify the risks involved in ownership of a business.
10.05 Identify the necessary personal characteristics of a successful entrepreneur.
10.06 Identify the business skills needed to operate a small business efficiently and effectively.
10.07 Describe the responsibilities of the employee to support the business or industry.

11.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN HOME FURNISHINGS PRODUCTION -- The student will be able to:

11.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
11.02 Identify the communicatino knowledge, skills, and attitudes necessary to perform the occupation tasks.
11.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupation tasks.
11.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
11.05 Demonstrate communication competencies necessary to perform the occupation tasks.
11.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics COURSE CREDIT: 1

PROGRAM TITLE: Home Furnishings Production PROGRAM NUMBER: 8521000

COURSE TITLE: Home Furnishings Production 1 COURSE NUMBER: 8521010

This course is designed to provide instruction in home furnishings productions and includes: employability skills; employment opportunities; operation of industry machinery used in completing home furnishings; selection, safe use and care for tools, equipment and supplies; select, use and care for textiles and non-textiles; measure, plot, mark and cut fabric; apply construction techniques for making slipcovers, window treatments, bedspreads and accessories; leadership
and organizational skills.

01.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

01.01 Conduct a job search.
01.02 Secure information about a job.
01.03 Identify documents that may be required when applying for a job.
01.04 Complete a job application form correctly.
01.05 Demonstrate competence in job interview techniques.
01.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
01.07 Identify acceptable work habits.
01.08 Demonstrate knowledge of how to make job changes appropriately.
01.09 Demonstrate acceptable employee health habits.
01.10 Develop and write a resume.
01.11 Identify personal characteristics desired for working with people.

02.0 OPERATE INDUSTRIAL MACHINERY USED IN COMPLETING HOME FURNISHINGS -- The student will be able to:

02.01 Identify the functions of the various kinds of machines used in home furnishings.
02.02 Identify principal parts of machines.
02.03 Operate and care for machines in a safe and efficient manner.
02.04 Oil and clean machines according to established guidelines.
02.05 Identify and insert various kinds of bobbin cases.
02.06 Thread machines using the correct procedures.
02.07 Identify and attach various kinds of presser feet.
02.08 Identify and select and insert various types and sizes of machine needles.
02.09 Demonstrate correct sitting posture when operating machine.
02.10 Practice correct control.

03.0 SELECT, SAFELY USE AND CARE FOR TOOLS, EQUIPMENT AND SUPPLIES -- The student will be able to:

03.01 Identify, use and care of hand tools and equipment.
03.02 Identify, use and care of portable tools.
03.03 Identify, use and store supplies.

04.0 SELECT, USE AND CARE FOR TEXTILES AND NON-TEXTILES -- The student will be able to:

04.01 Differentiate between natural and synthetic fibers.
04.02 Examine various types of fabrics and determine:

Name of fiber
Characteristics of fiber
Method of construction
Care requirements
Suitable used in drapery, slipcovers, upholstery, bedspreads and accessories.

04.03 Compare the common characteristics of fiber to their expected performance.
04.04 List the characteristics and functions of the elements of design: Line, form or shape, texture, color and pattern repeat.
04.05 Coordinate and match colors according to elements of design.

05.0 MEASURE, PLOT, MARK AND CUT FABRIC -- The student will be able to:

05.01 Measure and compute fabric needs.
05.02 Select fabric for project.
05.03 Measure and plot pattern.
05.04 Apply principles of design in matching fabrics with nap, stripes, plaids and pattern repeat.
05.05 Mark pattern layout.
05.06 Cut fabric to calculated specifications.

06.0 APPLY CONSTRUCTION TECHNIQUES FOR MAKING SLIPCOVERS, WINDOW TREATMENTS, BEDSPREADS AND ACCESSORIES -- The student will be able to:

06.01 Construct plain, French and flat-felled seams.
06.02 Gather or shirr fabric by machine and hand.
06.03 Construct and attach ruffles and tie backs.
06.04 Attach crinoline.
06.05 Attach linings.
06.06 Pleat draperies.
06.07 Attach weights.
06.08 Hem by machine and hand.

10.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

10.01 Identify professional and youth organizations.
10.02 Identify purposes and functions of professional and youth
10.03 Follow federal, state and local safety codes.
10.04 Evaluate personal practices in relation to the principles of sanitation and safety.
10.05 Identify safety practices and hazards.
10.06 Write cleaning procedures for equipment and work areas.
10.07 Identify cleaning agents available and their proper use.

STUDENT PERFORMANCE STANDARDS		EFFECTIVE DATE:	July, 1993
PROGRAM AREA:	Home Economics	COURSE CREDIT:	1
PROGRAM TITLE:	Home Furnishings Production	PROGRAM NUMBER:	8521000
COURSE TITLE:	Home Furnishings Production 2	COURSE NUMBER:	8521020

This course is designed to provide instruction in home furnishings production and includes: operation of industrial machinery used in completing home furnishings; selection, use and care for textiles and non-textiles; application of construction techniques for making slipcovers, window treatments, bedspreads, and accessories.

02.0 OPERATE INDUSTRIAL MACHINERY USED IN COMPLETING HOME FURNISHINGS -- The student will be able to:

02.11 Identify possible reasons for machine malfunction.
02.12 Make minor adjustments to machine according to established guidelines.
02.13 Identify the types and functions of button machines.
02.14 Practice use of molds and dies.
02.15 Identify and make different types and sizes of buttons.

04.0 SELECT, USE AND CARE FOR TEXTILES AND NON TEXTILES -- The student will be able to:

04.06 Select fabrics utilizing the principles, proportion, balance, rhythm, emphasis and harmony.
04.07 Coordinate wallpaper, fabrics and accessories.

06.0 APPLY CONSTRUCTION TECHNIQUES FOR MAKING SLIPCOVERS, WINDOW TREATMENTS, BEDSPREADS AND ACCESSORIES -- The student will be able to:

06.01 Construct plain, French and flat-felled seams.
06.02 Gather or shirr fabric by machine and hand.
06.03 Construct and attach ruffles and tie backs.
06.04 Attach crinoline.
06.05 Attach linings.
06.06 Pleat draperies.
06.07 Attach weights.
06.08 Hem by machine and hand.
06.09 Make and cut straight on bias welt.
06.10 Sew zipper to zipper boxing.
06.11 Sew welting, attach welting and boxing to cushion panels.
06.12 Pad furniture for slipcovering.
06.13 Construct cording.
06.14 Shape slipcover sections and attach cording to seam lines.
06.15 Perform repairs of draperies and slipcovers.
06.16 Construct channels.
06.17 Construct tufts.
06.18 Construct skirts.
06.19 Prepare draperies and accessories for delivery.
06.20 Identify, assemble and install drapery hardware.
06.21 Identify, construction techniques required for valances, Austrian shades, cornices, jabot and Roman shades.

07.0 PERFORM CUSTOMER SERVICES -- The student will be able to:

07.01 Provise assistance to customer on selection of style and fabric for project.
07.02 Determine cost of service.
07.03 Demonstrate installation of project.
07.04 Plan business operational activities and costs.
07.05 analyze, organize and manage a business.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS -- The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth
09.03 Follow federal, state and local safety codes.
09.04 Evaluate personal practices in relation to the principles of sanitation and safety.
09.05 Identify safety practices and hazards.
09.06 Write cleaning procedures for equipment and work areas.

09.07 Identify cleaning agents available and their proper use.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics
COURSE CREDIT: 1

PROGRAM TITLE: Home Furnishings Production
PROGRAM NUMBER: 8521000

COURSE TITLE: Home Furnishings Production 3
COURSE NUMBER: 8521030

This course is designed to provide instruction in home furnishing production and includes: employability skills; employment opportunities; application of construction techniques; perform customer services; leadership and organizational skills.

06.0 APPLY CONSTRUCTION TECHNIQUES FOR MAKING SLIPCOVERS, WINDOW TREATMENTS, BEDSPREADS AND ACCESSORIES -- The student will be able to:

06.01 Construct plain, French and flat-felled seams.
06.02 Gather or shirr fabric by machine and hand.
06.03 Construct and attach ruffles and tie backs.

08.0 DEMONSTRATE SAFETY, SANITATION AND SECURITY SKILLS -- The student will be able to:

08.01 Follow standard fire safety practices.
08.02 Follow standard disaster plan procedures.
08.03 Follow federal, state and local safety codes.
08.04 Evaluate personal practices in relation to the principles of sanitation and safety.
08.05 Identify safety practices and hazards.
08.06 Write cleaning procedures for equipment and work areas.
08.07 Identify cleaning agents available and their proper use.
08.08 Identify standard cleaning procedures.
08.09 Demonstrate how different equipment is cleaned.
08.10 Conduct routine safety inspection of work areas.
08.11 Identify safety laws/regulations for facility.
08.12 Prepare a safety inspection checklist.
08.13 Write procedures to comply with worker health care standards.
08.14 Identify health care standards/regulations.
08.15 Monitor facility compliance with standards.

10.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

10.01 Define entrepreneurship.
10.02 Describe the importance of entrepreneurship to the American economy.
10.03 List the advantages and disadvantages of business ownership.
10.04 Identify the risks involved in ownership of a business.
10.05 Identify the necessary personal characteristics of a successful entrepreneur.
10.06 Identify the business skills needed to operate a small business efficiently and effectively.
10.07 Describe the responsibilities of the employee to support the business or industry.

11.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN HOME FURNISHINGS PRODUCTION -- The student will be able to:

11.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
11.02 Identify the communicatino knowledge, skills, and attitudes necessary to perform the occupation tasks.
11.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupation tasks.
11.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
11.05 Demonstrate communication competencies necessary to perform the occupation tasks.
11.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

CURRICULUM FRAMEWORK

FLORIDA DEPARTMENT OF EDUCATION

PROGRAM AREA: Home Economics

EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Infant/Toddler Supervision

CODE NUMBER: Secondary ____________ Postsecondary V200215

Florida CIP 0420.020202

SECONDARY SCHOOL CREDITS _____ COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ____7-9 ____9-12 X Postsecondary Adult Vocational

______ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: E CHILD ED @0 VOC HME EC @4 PRESCH ED A
GEN HME EC @4 HOMEMAKING @2 @7 G PRIMARY ED B
HOME EC 1@2 HOME EC OCC @7 G

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as a child care aide (70081602), child care worker (70081602), infant toddler teacher, Family Day Home Operator, teacher (092.277-018), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, child growth and development; maintaining a safe, clean and healthy environment; program planning and implementation of sensory integration; self-help; physical, cognitive, social and emotional development activities; behavior guidance techniques; child abuse and neglect; rules and regulations which govern child care; meeting special needs of infants and toddlers; communication and employability skills. Programs prepare individuals as child care personnel to assume major responsibilities for caring and guiding the development of infants and toddlers.

Child Care programs at the secondary and the postsecondary levels now require completion of a core. The core for this program is Child Care Assisting (secondary level: 850300; postsecondary adult level: V200201).

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands on experiences with the equipment and quality standards in the field. Activities provide instruction in the use of manipulative equipment, music equipment, housekeeping tools and equipment, food preparation equipment, and laundry equipment. Observation and supervised work experience with young children in a school laboratory and/or a community laboratory setting is an integral part of this program.

III. SPECIAL NOTE: A local vocational student organization for postsecondary students is an appropriate organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of the instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The typical length of this program for the average achieving student is 750 hours. (450 hours core; 300 hours specialization).

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate various observation and recording methods.
02. Identify principles of child development with emphasis on the infant/toddler level.
03. Guide sensory integration activities.
04. Guide physical development activities.
05. Guide language development activities.
06. Guide congnitive development activities.
07. Guide self-help activities.
08. Use appropriate methods of guidance and discipline.
09. Communicate with staff, parents and children.
10. Maintain professionalism.
11. Guide social and emotional development activities.
12. Demonstrate an understanding of entrepreneurship.
13. Demonstrate employability skills.
14. Demonstrate an awareness of the responsibilities associated with balancing family, school and work.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: ________

PROGRAM TITLE: Infant Toddler Supervision POSTSECONDARY NUMBER: V200215

01.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS -- The student will be able to:

01.01 Complete an anecdotal record on one child.
01.02 Interpret observations to supervisor or instructor.
01.03 Apply observation information in working with infants and toddlers.
01.04 Complete a developmental evaluation on one infant or toddler and a report on the child's progress.
01.05 Complete a daily record chart of physical functions of infants and toddlers.

02.0 IDENTIFY PRINCIPLES OF CHILD DEVELOPMENT -- The student will be able to:

02.01 Describe the progression of sensory development integration from birth to age three.
02.02 Describe the progression of physical development from birth to age three.
02.03 Describe the progression of language development from birth to age three.
02.04 Describe the progression of social and emotional development from birth to age three.
02.05 Describe the progression of intellectual development from birth to age three.

03.0 GUIDE SENSORY INTEGRATION ACTIVITIES -- The student will be able to:

03.01 Plan and implement visual stimulation activities.
03.02 Plan and implement auditory stimulation activities.
03.03 Plan and implement tactile stimulation activities.
03.04 Plan and implement activities which stimulate balance, coordination and movement.
03.05 Plan and implement olfactory stimulation activities.
03.06 Plan and implement gustatory stimulation activities.

04.0 GUIDE PHYSICAL DEVELOPMENT ACTIVITIES -- The student will be able to:

04.01 Plan and implement age-appropriate gross motor development activities.
04.02 Plan and implement age-appropriate fine motor development activities.

05.0 GUIDE LANGUAGE DEVELOPMENT ACTIVITIES -- The student will be able to:

05.01 Plan and implement age-appropriate receptive language development activities.
05.02 Plan and implement age-appropriate expressive language development activities.

06.0 GUIDE COGNITIVE DEVELOPMENT ACTIVITIES -- The student will be able to:

06.01 Identify the areas of cognitive development in infants and toddlers.
06.02 Identify age appropriate cognitive development activities.
06.03 Plan and implement age-appropriate cognitive development activities.

07.0 GUIDE SELF-HELP ACTIVITIES -- The student will be able to:

07.01 Identify the progression of feeding skills of infants and toddlers.
07.02 Identify and plan for age-appropriate nutritional snacks.
07.03 Demonstrate feeding techniques.
07.04 Identify readiness for toilet training.
07.05 Assist with toilet training of toddlers.
07.06 Demonstrate diapering techniques.
07.07 Identify the progression of dressing skills.
07.08 Demonstrate dressing techniques.
07.09 Identify the task sequence of self-help skills.
07.10 Assist toddlers with grooming skills.
07.11 Demonstrate bathing techniques.
07.12 Identify readiness in each child for self-help activities.
07.13 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

08.0 USE APPROPRIATE METHODS OF GUIDANCE AND DISCIPLINES -- The student will be able to:

08.01 Demonstrate methods of direct and indirect guidance to include routines, transitions and room arrangements.
08.02 Demonstrate positive guidance techniques for guiding behavior.
08.03 Describe various calming and soothing techniques.
08.04 Identify information concerning child discipline in state rules (HRS IOM 12.013).
08.05 Identify those disciplinary methods which are prohibited by state and local licensing codes for child care.

09.0 COMMUNICATE WITH STAFF, PARENTS AND CHILDREN -- The student will be able to:

09.01 Plan and implement parent/guardian involvement activities.
09.02 Demonstrate communications skills with personnel, parents and children.
09.03 Simulate staff and family communications on an infant's or toddler's progress.
09.04 Simulate informing parent/guardian of a child's emergency illness, progress, behavior, attendance, or activities.
09.05 Identify the need to reinforce day care center rules to parent/guardian as necessary.

10.0 MAINTAIN PROFESSIONALISM -- The student will be able to:

10.01 Identify the professional organizations in the field and the goals and responsibilities of their members.
10.02 Implement a self-improvement activity related to professionalism.
10.03 Complete a self-evaluation.
10.04 Wear clothing appropriate for a child care worker.
10.05 Model constructive behavior to the children.

11.0 GUIDE SOCIAL AND EMOTIONAL DEVELOPMENT ACTIVITIES -- The student will be able to:

11.01 Plan and implement age-appropriate social and emotional development situations and behavior.
11.02 Identify age-appropriate social and emotional development.
11.03 Identify, plan and implement techniques which meet emotional and social development needs of infants and toddlers.

12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

12.01 Define entrepreneurship.
12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business ownership.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneurship.
12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe the responsibility of the employer to support the busines and industry.

13.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

13.01 Conduct a job search.
13.02 Secure information about a job.
13.03 Identify documents that may be required when applying for a job.
13.04 Complete a job application form correctly.
13.05 Demonstrate competencies in job interview techniques.
13.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
13.07 Identify acceptable work habits.
13.08 Demonstrate knowledge of how to make job changes appropriately.
13.09 Demonstrate acceptable employee health habits.
13.10 Develop and write a resume.
13.11 Identify personal characteristics desired for working with people.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Interior Design Services

CODE NUMBER: Secondary ____________ Postsecondary V040501

Florida CIP 0404.050101

SECONDARY SCHOOL CREDITS .5 COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): _____7-9 ____9-12 X Postsecondary Adult Vocational

______ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: VOC HME EC @4 HOMEMAKING @2 @7 G
GEN HME EC @4 HOME EC OCC @7 G
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as assistant designers and sales representatives, home furnishers (270.357-010), drapery and upholstery measurers (299.364-010), drapery and upholstery estimators (299.081-010), buyers' assistants (162.157-022), color experts (161.051-010), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, processing procedures, observations, and techniques essential to the development of designs for home environments; assisting interior designers in planning, decorating, and selecting for residential and nonresidential space, including window treatments, floor coverings, wall coverings, furniture, and colors; coordinating arrangements within the home or commercial setting; communication skills; computation skills; consumer, economic, entrepreneurship, and employability skills; and career and job opportunities.

II. LABORATORY ACTIVITIES: Laboratory activities are an integral part of this program and provide instruction in developing plans and presentations for working with clients. Activities provide instruction in the use of equipment including computer-aided design systems; textiles and lab tools; design and marking aids; and home furnishing and appliance materials.

III. SPECIAL NOTE: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station that reflects equipment, skills, and tasks which are relevant to the occupation the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is 1050 hours.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The concern for balancing work and family responsibilities is addressed as an employability skill.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify career and job opportunities.
02. Demonstrate employability skills.
03. Plan for residential and nonresidential interior spaces.
04. Apply elements and principles of design to interior environments.
05. Calculate quantities and costs for interior surfaces.
06. Plan and implement an interior design project.
07. Demonstrate an understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS

PROGRAM AREA: Home Economics

PROGRAM TITLE: Interior Design Services

EFFECTIVE DATE: July, 1993

SECONDARY NUMBER: ________

POSTSECONDARY NUMBER: V040501

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES -- The student will be able to:

01.01 Identify occupations in the interior design industry.
01.0 Identify resources for a job search.
01.0 Identify levels of training required for interior design.
01.04 Identify duties and responsibilities in interior design occupations.
01.05 Identify ways to achieve job advancement in the interior design industry.
01.06 Identify career options in interior design.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

02.01 Conduct a job search.
02.0 Secure information about a job.
02.03 Identify documents that may be required when applying for a job.
02.04 Complete a job application form correctly.
02.05 Demonstrate competence in job interview techniques.
02.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
02.07 Identify acceptable work habits.
02.08 Demonstrate knowledge of how to make job changes appropriately.
02.09 Demonstrate acceptable employee health habits.
02.10 Demonstrate customer relations skills.
02.11 Develop and write a resume.

03.0 PLAN FOR RESIDENTIAL AND NONRESIDENTIAL INTERIOR SPACES -- The student will be able to:

03.01 Read a blueprint.
03.02 Identify basic structures of buildings.
03.03 Evaluate floor plans.
03.04 Evaluate use of space.
03.05 Identify the individual roles and functions of persons using spaces.

04.0 APPLY ELEMENTS AND PRINCIPLES OF DESIGN TO INTERIOR ENVIRONMENTS -- The student will be able to:

04.01 Identify the elements and principles of design.
04.02 Apply elements and principles of design to interior environments.
04.03 Select color schemes for interiors.

05.0 CALCULATE QUANTITIES AND COSTS FOR INTERIOR SURFACES -- The student will be able to:

05.01 Measure for floor and wall treatments and determine quantity of materials needed.
05.02 Measure for window treatments and determine quantities and cost of materials.

06.0 PLAN AND IMPLEMENT AN INTERIOR DESIGN PROJECT -- The student will be able to:

06.01 Identify the basic characteristics and uses of textiles.
06.02 Identify the basic characteristics and uses of floor coverings.
06.03 Identify the basic characteristics and uses of wall treatments and wall coverings.
06.04 Identify various furniture styles.
06.05 Select furnishings for specific spaces.
06.06 Identify the basic characteristics and uses of window treatments and accessories.
06.07 Calculate the cost of floor coverings, wall coverings, window treatments, and accessories to comply with the client's budget.
06.08 Coordinate color schemes.
06.09 Plan and implement an interior design for a specific client profile, to include selection of furnishings, such as: wall coverings, floor coverings, window treatments, and accessories.

07.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

07.01 Define entrepreneurship.
07.02 Describe the importance of entrepreneurship to the American economy.
07.03 List the advantages and disadvantages of business ownership.
07.04 Identify the risks involved in ownership of a business.
07.05 Identify the necessary personal characteristics of a successful entrepreneur.
07.06 Identify the business skills needed to operate a small business efficiently and effectively.
07.07 Describe the responsibilities of an employee to support the business or industry.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Interior Design Technology

CODE NUMBER: Secondary ______________ Postsecondary ______________

Florida CIP 0404.050100

SECONDARY SCHOOL CREDITS ____ COLLEGE CREDITS X POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): ___7-9 ___9-12 ___ Postsecondary Adult Vocational

X Postsecondary Vocational ______ Other 30,31

CERTIFICATION COVERAGE:

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as interior designers (34041182), color experts (141.051-010), managers, display (142.031-014), buyers (172.157-018), assistant buyers (162.157-018) or displayers, merchandise (288.018-010), or to provide supplemental training for persons previously or currently employed in these occupations.

The content is organized into the categories outlined by the foundation for Interior Design Education and Research (FIDER), the accrediting body for Interior Design programs. It should be noted, however, that at this time the state of Florida licensing requirements call for completion of a state-approved program, not a FIDER-accredited program. The FIDER categories are: Basic Design, Theory, Interior Elements, Technical Knowledge, Visual Communication, Business Practice, and History. The content includes, but is not limited to, procedures and techniques essential to the development of designs for interior environments; planning, selecting, and decorating for interior space including floor coverings, wall coverings, window treatments, furniture, appliances, and colors; computation and communication skills; and employability and entrepreneurship skills. The focus of the program determines the application to residential or non residential projects.

II. LABORATORY ACTIVITIES: Laboratory activities are an integral part of this program and provide instruction in the use of drafting equipment, computer-aided design systems, textile and lab tools, design and marking aids, home furnishings and appliance materials and supplies.

III. SPECIAL NOTE: The typical length of this program for the average achieving student is two years of coursework leading to an associate of science degree.

IV. INTENDED OUTCOMES: The intended student outcomes are listed below and categorized following FIDER's guidelines. The outcomes are state in terms of what the student will be able to do after successfully completing this program.

01. Identify and apply elements and principles of basic design to interior spaces.
02. Describe the interrelationship between humans and their interior environments.
03. Plan for space utilization according to identified functions.
04. Select and arrange furniture, equipment, and accessories.
05. Identify the use, function, and maintenance of furnishings and

materials.
06. Research and specify finish materials.
07. Research and specify lighting.
08. Identify methods and systems of building construction.
09. Identify resources for design materials.
10. Identify building codes, regulations, and legislation.
11. Communicate design concepts through visual presentation skills.
12. Demonstrate employability skills.
13. Identify job and career opportunities.
14. Identify business techniques for a professional practice.
15. Prepare specifications and contract documents.
16. Demonstrate an understanding of entrepreneurship.
17. Analyze historical and societal influences on structures, interiors, and furnishings.
18. Analyze the concept of readapting existing structures.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics
SECONDARY NUMBER: ________

PROGRAM TITLE: Interior Design Technology
POSTSECONDARY NUMBER: 0404.050100

01.0 DEMONSTRATE EMPLOYABILITY SKILLS: The student will be able to:

01.01 Conduct a job search
01.02 Secure information about a job.
01.03 Identify documents that may be required when applying for a job.
01.04 Complete a job application.
01.05 Demonstrate competence in job interview techniques.
01.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
01.07 Identify acceptable work habits.
01.08 Demonstrate knowledge of how to make job changes appropriately.
01.09 Demonstrate acceptable employee health habits.
01.10 Demonstrate customer relations skills.
01.11 Develop and write a resume.

02.0 IDENTIFY JOB AND CAREER OPPORTUNITIES -- The student will be able to:

02.01 Evaluate sources of employment information.
02.02 Identify four-year schools and special interior design schools for further study.
02.03 Identify job and career opportunities in interior design business and industry.

03.0 IDENTIFY ENERGY CONSERVATION METHODS -- The student will be able to:

03.01 Identify conservation characteristics in design materials.
03.02 Apply conservation techniques to the design process.

04.0 IDENTIFY CHARACTERISTICS OF TEXTILES -- The student will be able to:

04.01 Analyze and evaluate characteristics of materials classified as textiles.
04.02 Describe methods and techniques for textile construction.

05.0 ANALYZE CHARACTERISTICS OF MATERIALS FOR FURNITURE, EQUIPMENT, AND ACCESSORIES -- The student will be able to:

05.01 Describe methods and techniques of wood finishing.
05.02 Analyze characteristics of various species of wood and furniture, made of solid wood, laminated and veneer.
05.03 Evaluate methods and techniques of furniture construction.
05.04 Describe characteristics of quality furniture construction.
05.05 Describe characteristics of quality upholstered products.
05.06 Assess the use of plastic and acrylic as materials and sources for furnishings.
05.07 Identify equipment characteristics and functions for bath,kitchen, utility and recreational aspects of a home.
05.08 Identify types of accessories and their uses in interior design.

06.0 SELECT AND ARRANGE FURNITURE, EQUIPMENT AND ACCESSORIES -- The student will be able to:

06.01 Analyze criteria for the selection and arrangement of furnishings, including furnishings to be used by handicapped, elderly, or children.
06.02 Develop a furniture arrangement and traffic plan.

06.03 Select bathroom and kitchen fixtures and tile types for an interior design plan for residence.
06.04 Select kitchen and bath cabinets for an interior design plan for a residence.
06.05 Select major home appliances for an interior design plan for a residence.

7.0 IDENTIFY THE USE, FUNCTION AND MAINTENANCE OF FLOOR, CEILING, WALL AND WINDOW TREATMENTS -- The student will be able to:

07.01 Determine lighting use and concept for specific interiors.
07.02 Relate lighting styles and fixtures to interior design.
07.03 Identify and analyze coverings for floors.
07.04 Analyze characteristics of fibers and construction of various types of floor coverings.
07.05 Identify various ceiling treatments.
07.06 Identify and categorize types of wall coverings.
07.07 Identify and describe types and functions of windows.
07.08 Identify and describe different types of window coverings.

08.0 SELECT AND UTILIZE FLOOR, CEILING, WALL AND WINDOW TREATMENTS -- The student will be able to:

08.01 Determine requirements for lighting spaces.
08.02 Describe the physical, psychological, and economics aspects of lighting.
08.03 Describe natural and artificial lighting.
08.04 Describe lighting for specific activities and general areas.
08.05 Describe lighting fixtures and placement.
08.06 Select and evaluate appropriate flooring materials and coverings for residences and nonresidences.
08.07 Select color and patterns for floors and ceilings.
08.08 Compare durability and maintenance factors for floor and ceiling materials and types.
08.09 Analyze walls, windows, and doors for space planning.
08.10 Identify, describe, and select types of walls, windows, and doors for designed spaces.
08.11 Select types, materials, colors and patterns of wall coverings.
08.12 Describe characteristics of draperies and their headings.
08.13 Categorize window treatments as drapery or non-drapery.
08.14 Develop criteria for evaluating alternative choices of windows and window treatment.
08.15 Recognize types and uses of common drapery rods and hardware for window treatments.

09.0 IDENTIFY AND APPLY ELEMENTS AND PRINCIPLES OF INTERIOR DESIGN -- The student will be able to:

09.01 Evaluate aspects of color schemes in relation to interior design.
09.02 Describe the color wheel.
09.03 Explain the psychological effects of color.
09.04 nalyze uses of line in interior design.
09.05 Determine combination aspects of form and shape as they relate to interiors.
09.06 Evaluate texture and its effect on interior design.
09.07 Demonstrate proficiency in application of design principles.
09.08 Illustrate scale.
09.09 Explain proportion.
09.10 Describe and illustrate the types of balance.
09.11 Define and illustrate rhythm.
09.12 Illustrate emphasis.
09.13 Identify and illustrate harmony.
09.14 Illustrate variety.
09.15 Explain and illustrate unity.

10.0 ANALYZE HISTORICAL AND SOCIETAL INFLUENCES ON STRUCTURES, INTERIORS, AND FURNISHINGS -- The student will be able to:

10.01 Analyze characteristics of historic design in relation to the history of interiors.
10.02 Describe the influence of ancient Roman furniture styles and decorative arts on interiors in later civilizations.
10.03 Recognize architectural styles and interiors of the middle ages.
10.04 Recognize decorative Italian Renaissance Arts.
10.05 Describe the influences of Spanish and Islamic cultures on interior design.
10.06 Analyze decorative arts in France from Renaissance to the 19th century.
10.07 Recognize interiors designed in England's historical and contemporary periods.
10.08 Compare Georgian architecture and interior design with the Restoration to the Middle Georgian period.
10.09 Describe the characteristics of Georgian architecture and interiors designed in America during the 18th century.
10.10 Describe the Queen Anne styles of interior design.
10.11 Describe English interior design of the Adam or Neoclassic period.
10.12 Recognize English interior design of the Regency period.
10.13 Recognize English interior design of the Victorian period.
10.14 Recognize Early American architecture and interior design up to the 19th century.
10.15 Describe the Eastern influences on interior design.
10.16 Describe sequences of historical influence on architecture and interior design.
10.17 Describe the arts and crafts movement in interior design.
10.18 Describe Art Nouveau as a movement in interior design.
10.19 Describe various movements in the evolution of contemporary architecture and interior design.
10.20 Describe the impact of the Bauhaus design philosophy.
10.21 Analyze and compare contemporary architects, furniture designers and styles.

11.0 IDENTIFY ENVIRONMENTAL ISSUES AND INFLUENCES ON LIVING SPACES -- The student will be able to:

11.01 Identify personal and group needs that influence housing, including needs of handicapped and aged.
11.02 Identify family needs and activities that influence housing requirements.
11.03 Identify environmental characteristics of housing that affect the physical well-being of the family.
11.04 Identify ways that environmental characteristics may be controlled to provide a healthful physical environment and conserve energy.
11.05 Identify ways that housing influences social behavior and emotional well-being.
11.06 Identify ways housing can promote intellectual development and economics status.

12.0 INTERPRET ARCHITECTURAL DESIGN PLANS -- The student will be able to:

12.01 Analyze and evaluate architectural plans in relation to functions of space.
12.02 Read architectural plans.

13.0 EXECUTE GRAPHIC DESIGN CONCEPTS -- The student will be able to:

13.01 Use equipment to present interior design concepts.
13.02 Demonstrate the use and care of graphics equipment.
13.03 Demonstrate neatness and accuracy.
13.04 Execute line work.

13.05 Illustrate size and scale in a drawing.
13.06 Demonstrate overlapping techniques.
13.07 Explain detail installation.
13.08 Illustrate shade and shadow.
13.09 Apply methods and techniques for three dimensional illustration.
13.10 Analyze perspective drawing.
13.11 Apply methods and techniques of one-point perspective drawing.
13.12 Apply methods and techniques of two-point perspective drawing.
13.13 Apply pen and ink demonstration to interior design renderings.
13.14 Apply aspects of color and mixed media to interior perspective renderings.
13.15 Analyze and evaluate the presentation board as a vehicle for graphic illustration.
13.16 Demonstrate layout techniques.
13.17 Apply design principles to layout.
13.18 Evaluate professional presentation of graphic illustration.
13.19 Demonstrate matting methods.
13.20 Utilize lettering techniques.
13.21 Utilize graphic presentation skills in compiling and reviewing a portfolio.

14.0 IDENTIFY BUILDING CODES, REGULATIONS AND LEGISLATION RELATING TO RESIDENTIAL AND NONRESIDENTIAL SPACES - The student will be able to:

14.01 Identify local building codes.
14.02 Identify legislation for barrier-free environment.
14.03 Identify regulations regarding fire codes.

15.0 APPLY MARKET KNOWLEDGE AND BUSINESS TECHNIQUES TO A PROFESSIONAL PRACTICE -- The student will be able to:

15.01 Analyze business practices and procedures necessary in an interior design business.
15.02 Recognize legal and business terms used in the practice of interior design.
15.03 Describe the legal considerations and forms necessary to the practice of interior design.
15.04 Describe procedures used in current interior design work experience.
15.05 Identify considerations in selecting a location for a business.
15.06 Analyze principles of organizing the business mode.
15.07 Develop a plan for the organizational structure of an interior design studio.
15.08 Identify principles of record keeping.
15.09 Analyze local courses of construction materials.
15.10 Identify methods or techniques of supply procurement.
15.11 Describe the principles of pricing for profit.
15.12 Calculate overhead costs and conditions.
15.13 Analyze quality control procedures.
15.14 Analyze profit margin.
15.15 Develop guidelines for managing a service business or interior design studio.
15.16 Schedule service activities for maximum profit and efficiency.
15.17 Identify government agencies that assist and regulate service businesses.
15.18 Identify sources of information and help for starting a business.
15.19 Identify major reasons that businesses succeed or fail.
15.20 Identify advantages and disadvantages of owning your own business.
15.21 Identify skills required for operating a business.

16.0 IDENTIFY TRENDS AND NEW DEVELOPMENTS IN THE FIELD OF INTERIOR DESIGN -- The student will be able to:

16.01 Analyze current trends and political issues affecting the fulfillment of individual housing needs and choices.

16.02 Distinguish between political and economic issues.
16.03 Analyze market forecast.
16.04 Analyze futuristic trends in architecture.
16.05 Analyze contemporary and futuristic interiors.
16.06 Identify futuristic trends in materials and designs for furniture, systems.
16.07 Analyze environmental concerns affecting future living environments.
16.08 Analyze characteristics of future housing based on projected housing needs.

17.0 PLAN FOR SPACE UTILIZATION ACCORDING TO IDENTIFIED FUNCTIONS -- The student will be able to:

17.01 Develop a plan for space utilization within given psychological principles.
17.02 Describe spaces, including open, closed, horizontal, and vertical.
17.03 Draw and evaluate schematic diagrams.
17.04 Execute drawings of floor plans and evaluations.
17.05 Analyze the role of the computer in interior design technology.
17.06 Identify roles of the computer in interior design technology.
17.07 Demonstrate computer-aided drafting.
17.08 Analyze circulation patterns.
17.09 Identify and illustrate spaces for required uses within various types of interiors, including possible requirements for handicapped, elderly, and children.
17.10 Develop a plan for space utilization based on the lifestyle and needs of a specific client.
17.11 Evaluate client's architectural needs.
17.12 Analyze budgetary limitations of client.

18.0 ANALYZE THE CONCEPT OF READAPTING EXISTING STRUCTURES -- The student will be able to:

18.01 Summarize significant issues and fundamentals of restoration, preservation, and renovation.
18.02 Compare preservation, restoration, and renovation.
18.03 Analyze the issues of housing restoration.
18.04 Evaluate the restoration and preservation of interior floors.
18.05 Analyze the restoration and preservation of interior walls and ceilings.
18.06 Analyze the restoration and preservation of old windows and doors.
18.07 Analyze the restoration and preservation of authentic relic accessories.
18.08 Identify sources for researching historical period data.

19.0 INCORPORATE EVALUATION, SPACE PLANNING, LAYOUT, WORK FLOW, AND DESIGN INTO A PROJECT -- The student will be able to:

19.01 Develop a plan for a total concept for interior design and home furnishings.
19.02 Apply design methods and techniques to a project in home interior design.
19.03 Develop the sequence and time table for tasks.
19.04 Conduct a post-op evaluation.
19.05 Develop a schedule for installations.
19.06 Evaluate estimates and develop orders for interior design.
19.07 Write estimates for interior design.
19.08 Issue work specification for interior design.

20.0 COORDINATE THE INTERIOR WITH THE EXTERIOR OF A BUILDING/RESIDENCE -- The student will be able to:

20.01 Describe the steps in selecting exterior modalities and options.

20.02 Evaluate factors of orientation on the site.
20.03 Select interior and exterior lighting.
20.04 Unify the interior and exterior themes.

21.0 IDENTIFY RESOURCES FOR DESIGN MATERIALS -- The student will be able to:

21.01 Identify manufacturers of flooring, wall coverings, and textiles.
21.02 Identify furniture manufacturers.
21.03 Identify market centers.
21.04 Identify lighting manufacturers.
21.05 Identify manufacturers of architectural treatments.
21.06 Identify manufacturers of accessories.

22.0 IDENTIFY METHODS AND SYSTEMS OF BUILDING CONSTRUCTION -- The student will be able to:

22.01 Identify methods and techniques of house construction.
22.02 Identify foundation and structural principles.
22.03 Identify wiring types and methods.
22.04 Identify plumbing options.
22.05 Analyze structural components of housing construction.
22.06 Plan supportive physical systems for interior spaces.
22.07 Analyze ventilation needs and methods of achieving them in planned interiors.
22.08 Evaluate energy usage within systems and spaces.

23.0 ANALYZE AND DESIGN NONRESIDENTIAL INTERIORS -- The student will be able to:

23.01 Analyze methods and techniques for planning nonresidential interior furnishings.
23.02 Design nonresidential interior furnishings.
23.03 Evaluate planned nonresidential interior furnishings in terms of such factors as space utilization, acoustic control, and energy conservation.
23.04 Develop and present a project demonstrating design skills for nonresidential interiors.

24.0 SELECT, USE, AND MAINTAIN LIGHTING -- The student will be able to:

24.01 Identify lighting requirements.
24.02 Relate lighting styles and fixtures to interior and exterior design.
24.03 Select appropriate lighting fixtures to perform efficiently and effectively.
24.04 Repair lighting fixtures.

25.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

25.01 Define entrepreneurship.
25.02 Describe the importance of entrepreneurship to the American economy.
25.03 List the advantages and disadvantages of business ownership.
25.04 Identify the risks involved in ownership of a business.
25.05 Identify the necessary personal characteristics of a successful entrepreneur.
25.06 Identify the business skills needed to operate a small business efficiently and effectively.
25.07 Describe the responsibilities of an employee to the business or industry.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Nanny Training

CODE NUMBER: Secondary ____________ Postsecondary V200204

Florida CIP 0420.020401

SECONDARY SCHOOL CREDITS _______ COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL ___ 7-9 ___ 9-12 X POSTSECONDARY ADULT VOCATIONAL

____ POSTSECONDARY VOCATIONAL ____ OTHER X 30, 31

CERTIFICATION COVERAGE: HOME EC 1 @ 2 E CHILD ED @0
HOMEMAKING @2 @7 G GEN HOME EC @4
VOC HOME EC @4 PRESCH ED A
HOME ED OCC @7 G PRIMARY ED B

I. MAJOR CONCEPTS/CONCERNS: The purpose of this program is to prepare students who have had no previous experience and/or training as child care, preschool or kindergarten workers for initial employment as Nanny, Child Care Workers.

The content includes but is not limited to child growth and development, family dynamics, interpersonal skills, healthy and safe environments, planning and conducting learning and recreational activities, professionalism and ethics, and a practicum. Admission to the program requires a health certificate, bondable status, at least two personal references, oral communication skills, or willingness to acquire such skills. A transcript of course work; a recommendation from a child care/preschool/kindergarten employer may be required. Fluency in a foreign language and being able to travel abroad may be required by some employers.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of manipulative toys, expandable art and woodworking supplies, science equipment, audiovisual equipment, housekeeping and dramatic play equipment, food preparation equipment, laundry equipment, and personal computers. Observation and supervised work experience with young children in a school laboratory and/or an approved community laboratory situation is an integral part of this program.

III. SPECIAL NOTE: The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, environment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

This program/course should be reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

The program may be offered as courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The typical length of this program for the average achieving student is 450 hours, 90 contact hours working directly with children.

IV. INTENDED OUTCOMES: After successfully completing this program the student will be able to:

1. Demonstrate knowledge of child growth and development.
2. Apply interpersonal and family skills to caring for children and communicating with their families.
3. Develop and maintain a healthy and safe environment for children.
4. Plan and conduct learning and recreational activities for children.
5. Demonstrate professional and ethical behavior.
6. Demonstrate employability skills.
7. Demonstrate an understanding of entrepreneurship.
8. Complete a practicum of 90 hours with children.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: ____________

COURSE TITLE: Nanny Training

POSTSECONDARY NUMBER: V200204

01.0 DEMONSTRATE KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT -- The student will be able to:

01.01 Identify the stages of and intelletual physical, social, emotional, development in children.
01.02 Prevent and deal with tantrums, stubbornness, disrespect, and other behaviors which might complicate the child's ability to grow and develop as a functional and self sufficient adult in the community.
01.03 Aid in the development and maintenance of a child's self esteem.
01.04 Plan and arrange age appropriate activities.
01.05 Apply guidance techniques for positive nurturing while guiding the behavior of young children.
01.06 Acquire knowledge and practical experience with exceptional children.

02.0 APPLY INTERPERSONAL AND FAMILY DYNAMICS SKILLS TO CARING FOR CHILDREN AND COMMUNICAITNG WITH THEIR FAMILIES -- The student will be able to:

02.01 Recognize and respect the cultural/ethnic influences of family units.
02.02 Develop skills for interfacing with families and teachers concerning their children.
02.03 Communicate effectively with children and their families.
02.04 Respond telephone inquiries, and provide complete and accurate messages.
02.05 Deal with situations which might damage their credibility with the family.
02.06 Negotiate stressful situations of both a personal and professional nature.

03.0 DEVELOP AND MAINTAIN A HEALTHY AND SAFE ENVIRONMENT FOR CHILDREN -- The student will be able to:

03.01 Monitor and assist children with special health problems (allergies and other chronic illness).
03.02 Provide children with first aid, including CPR.
03.03 Provide care for a sick child.
03.04 Practice skills for assisting children with routine bathroom procedures and other personal care.
03.05 Demonstrate efficient, light housekeeping duties related to care of children.
03.06 Recognize illness and/or fatigue in children.
03.07 Follow medical instructions for use in working with sick children or children who require special medicines.
03.08 Develop healthful ways to assure good naps and nighttime rest.
03.09 Assess an area or activity for health and safety.
03.10 Demonstrate the ability to swim well enough to supervise and/or save a child in the water.
03.11 Demonstrate techniques for handling dangerous situations; such as, fire, theft, or other emergency situations.
03.12 Identify and use appropriate transportation information specifically related to transporting children.

04.0 **PLAN AND CONDUCT LEARNING AND RECREATIONAL ACTIVITIES FOR CHILDREN** -- The student will be able to:

04.01 Develop creative art and music activities appropriate for children.
04.02 Develop cognitive activities and routines to be carried out for each age level.
04.03 Organize and monitor play and other physical activities.
04.04 Motivate and entertain children with language activities such as storytelling.
04.05 Assist children in developing good manners.

05.0 **DEMONSTRATE PROFESSIONAL AND ETHICAL BEHAVIOR** -- The student will be able to:

05.01 Determine whether to work in an environment which is not compatible with his/her values.
05.02 Interview the potential employer as well as be interviewed by the potential employer.
05.03 Develop mutually beneficial contracts with the family for nanny services.
05.04 Keep a record of expenses, children's needs, etc.
05.05 Develop a professional portfolio.
05.06 Negotiate employment benefits.
05.07 Secure legal bonding.
05.08 Regard family matters of employers as confidentiality.
05.09 Maintain a professional posture in family matters.
05.10 Maintain high moral standards in all matters pertaining to the job.

06.0 **DEMONSTRATE EMPLOYABILITY SKILLS** -- The student will be able to:

06.01 Conduct a job search.
06.02 Secure informatin about a job.
06.03 Identify documents that may be required when applying for a job.
06.04 Complete a job application form correctly.
06.05 Demonstrate competence in job interview techniques.
06.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
06.07 Identify acceptable work habits.
06.08 Demonstrate knowledge of how to make job changes appropriate.
06.09 Demonstrate acceptable employee health habits.
06.10 Develop and write a resume.
06.11 Identify personal characteristics desired for working with people.

07.0 **DEMONSTRATE AN UNDERSTNADING OF ENTREPRENEURSHIP** -- The student will be able to:

07.01 Define entreprenuership.
07.02 Describe the importance of entrepreneurship to the American economy.
07.03 List the advantages and disadvantages of business ownership.
07.04 Identify the risks involved in ownership of a business.
07.05 Identify the necessary personal characteristics of a successful entrepreneur.
07.06 Identify the business skills needed to operate a small business efficiently and effectively.
07.07 Describe the responsibilities of an employee to support the business or industry.

08.0 COMPLETE A PRACTICUM OF NINETY HOURS WITH CHILDREN -- The student will be able to:

08.01 Apply the above knowledge, attitudes and skills to assigned responsibilities.
08.02 Acquire additional competencies as needed.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Nutrition and Dietetic Services

CODE NUMBER: Secondary 8530000 Postsecondary V200404

Florida CIP 0420.040402

SECONDARY SCHOOL CREDITS 1 COLLEGE CREDITS_____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ___7-9 _X__9-12 X Postsecondary Adult Vocational

____ Postsecondary Vocational X Other 30, 31

	9-12	30,31
CERTIFICATION COVERAGE:	VOC HME EC @4	VOC HME EC @2 @4
	HOMEMAKING @2 ¢ 7	GEN HME EC @2 @4
	SC FOOD SV @6 D	HOMEMAKING @2 @7 G
	QUAN FOOD ¢ 7	SC FOOD SV @6 D
	GEN HME ED @4	QUAN FOOD @7 G
	HOME EC 1 @ 2	HOME EC OCC @7 G
	HOME EC OCC ¢ 7	HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as diet clerks (245.587-010), dietary aides (355.677-010), and other food service workers (70041899): or to provide supplemental training for persons previously or currently employed in these occupations.

This program is an introduction to the dietetic career ladder. It is designed to train student to assist in various functions of food service related to patient care. The curriculum includes a combination of theory and laboratory experiences.

The dietetic aide works under the supervision of a registered dietitian in a hospital or nursing home; or may work under the direction of a certified dietary manager or dietetic technician. With experience, the dietetic aide may assume assistant supervisory responsibilities in various units of the dietary department.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the field. Activities provide instruction in the use of diet kitchen equipment and supplies, trays, diet charts, utensils and table settings, dishwashers, storage, and dietary office activities. Field trips are planned for typical job sites in the community.

III. SPECIAL NOTE: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student; a training plan which includes instructional objective; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.

The program content includes, but is not limited to concepts in basic nutrition and diet modification; preparation of therapeutic diets and nutritional supplements; tasks involved with tray assembly line and the delivery of patient tray service; principles and techniques in quantity food preparation and portion control; dining-room and cafeteria service; principles of sanitation and safety in food service and housekeeping activities; personal hygiene and grooming; use and care of food service equipment and supplies; techniques to tabulating and documenting daily records related to dietary service; work simplification methods of areas of responsibility; basic office management; telephone courtesy and communication skills; and general use of computers.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standard which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is 150 hours.

The concern for balancing work and family responsibilities is addressed as an employability skill.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Perform basic tasks in dietary office and utilize computer.
02. Maintain daily records in area of responsibility.
03. Participate in tray assembly activities and monitor trays for diet accuracy.
04. Assist with food production activities and preparation of nutritional supplements.
05. Properly select, use and care for food service equipment.
06. Properly set dining room tables and arrange cafeteria unit for fast, efficient service.
07. Demonstrate knowledge and application of principles of sanitation and safety.
08. Practice optimum personal hygiene and grooming and maintain high standards and self esteem.
09. Demonstrate compassion and courtesy at all times in presence of patients, clients and co-workers.
10. Demonstrate employability skills.
11. Demonstrate appropriate basic skills essential to working in Nutritional and Dietetic Services.
12. Demonstrate an understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993
PROGRAM AREA: Home Economics
SECONDARY NUMBER: 8530000
COURSE TITLE: Nutrition and Dietetic Services
POSTSECONDARY NUMBER: V040501

01.0 PERFORM BASIC TASKS IN DIETARY OFFICE AND UTILIZE COMPUTER--The student will be able to:

01.01 Demonstrate communication skills with staff, patients and visitors.
01.02 Apply proper telephone etiquette.
01.03 Tally portions and quantities of specific foods.
01.04 Assist in filing dietary documents.
01.05 Apply policies and procedures in management of dietary office.
01.06 Utilize consultant guidance.
01.07 Process menus.
01.08 Assist in coordinating food service and clinical data.
01.09 Utilize computers for recording operational data.

02.0 MAINTAIN DAILY RECORDS IN AREA RESPONSIBILITY--The student will be able to:

02.01 Assist in maintaining client records, diet orders and changes, census records and miscellaneous records related to nutritional care on a daily basis.
02.02 Follow federal and state regulations and procedures for record maintenance.

03.0 PARTICIPATE IN TRAY ASSEMBLY ACTIVITIES AND MONITOR TRAYS FOR DIET ACCURACY--The student will be able to:

03.01 Assist in setting up assembly line for serving trays to patients/clients.
03.02 Weight and measure foods, using equivalents when necessary.
03.03 Follow diet using nutrition information when planning, preparing and serving food for general and modified diet trays.
03.04 Examine filled trays for completeness and conformance to menu, diet and food preferences of patients/clients.
03.05 Meet deadlines and adhere to meal time and schedules.
03.06 Accept instruction and guidance from supervision personnel.
03.07 Deliver and pick up food carts and trays to and from patient area, nursing stations or dining rooms.

04.0 ASSIST WITH FOOD PRODUCTION ACTIVITIES AND PREPARATION OF NUTRITIONAL SUPPLEMENTS--The student will be able to:

04.01 Read recipes, demonstrate knowledge of terminology and follow diet instructions.
04.02 Implement principles and techniques of quantity food preparation and portion control following standardized recipes.
04.03 Apply work simplification methods in performance of duties.
04.04 Prepare late trays and nutritional supplements.
04.05 Assist therapeutic cook in food preparation and service.
04.06 Identify common ingredients used in food preparation.
04.07 Evaluate quality of food prepared.

05.0 PROPERLY SELECT, USE, AND CARE FOR FOOD SERVICE EQUIPMENT--The student will be able to:

05.01 Identify dietary equipment and supplies for food preparation and service.
05.02 Follow optimum procedures for using dietary equipment and

supplies.

05.03 Implement proper procedures for cleaning and sanitizing dietary equipment and supplies.
05.04 Help keep equipment stored in its proper place before and after mealtime.

06.0 PROPERLY SET DINING ROOM TABLES AND ARRANGE CAFETERIA UNIT--The student will be able to:

06.01 Participate in setting up dining room and readying it for service.
06.02 Participate in setting up the cafeteria counter according to proper procedures so that hot and cold foods remain at proper temperatures until service is completed.
06.03 Arrange for reserve foods and supplies to be on hand at the point of service.

07.0 DEMONSTRATE KNOWLEDGE AND APPLICATION PRINCIPLES OF SANITATION AND SAFETY--The student will be able to:

07.01 Identify and follow good housekeeping practices.
07.02 Identify standard sanitation and infectious disease control practices.
07.03 Identify hazards and follow safety practices.
07.04 Follow emergency procedures regarding sanitation and safety in food service.
07.05 Operate equipment following safety procedures.
07.06 Use sanitary procedures in handling food, equipment and supplies.
07.07 Keep work area clean, neat and orderly at all times.
07.08 Use precautions necessary to avoid accidents in food service area.
07.09 Follow federal, state, and local sanitation codes.
07.10 Identify roles and responsibilities in event of fire or disaster.

08.0 PRACTICE OPTIMUM PERSONAL HYGIENE AND GROOMING AND MAINTAIN HIGH STANDARDS AND SELF ESTEEM--The student will be able to:

08.01 Assist in evaluating own progress in meeting responsibilities.
08.02 Demonstrate personal quantities important to a dietetic aide.
08.03 Identify and implement acceptable employee work and health habits.
08.04 Identify federal, state, and local laws, policies and procedures governing dietetic personnel.

09.0 DEMONSTRATE COMPASSION AND COURTESY AT ALL TIMES IN PRESENCE OF PATIENTS, CLIENTS AND CO-WORKERS--The student will be able to:

09.01 Work as a member of the dietary team, rotating job responsibilities when necessary.
09.02 Help other co-workers when own job is completed.
09.03 Observes policies of the establishment concerning work schedules.
09.04 Understand the philosophy that "patient/client comes first" and demonstrate humane treatment at all times.

10.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

10.01 Conduct a job search.
10.02 Secure information about a job.
10.03 Identify documents that may be required when applying for a job.
10.04 Complete a job application form correctly.
10.05 Demonstrate competence in job interview techniques.
10.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
10.07 Identify acceptable work habits.
10.08 Demonstrate knowledge of how to make job changes appropriately.
10.09 Demonstrate acceptable employee health habits.
10.10 Develop and write a resume.

10.11 Identify personal characteristics for working with people.

11.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

11.01 Define entrepreneurship.
11.02 Describe the importance of entrepreneurship to the American economy.
11.03 List the advantages and disadvantages of business.
11.04 Identify the risks involved in ownership of a business.
11.05 Identify the necessary personal characteristics of a successful entrepreneur.
11.06 Identify the business skills needed to operate a small business efficiently and effectively.
11.07 Describe the responsibilities of the employer to support the business or industry.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Parenting

CODE NUMBER: Secondary ________ Postsecondary C200111

Florida CIP 0920.010101

SECONDARY SCHOOL CREDITS ____ COLLEGE CREDITS___ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ___7-9 ___9-12 ___Postsecondary Adult Vocational

___Postsecondary Vocational X Other 30,31

CERTIFICATION COVERAGE: GEN HME EC @2 @4
VOC HME EC @2 @4
HOME EC 1 @ 2

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for the occupation of parenting, realizing the dual roles of males and females as homemakers and wage earners, and emphasizing the acquisition of knowledge and the development of understanding the attitudes, standards, values, and skills relevant to individual and family life, or to provide supplemental training for persons with the occupation of homemaker.

The purpose of this program is to prepare students for parenting roles and responsibilities and importance of the family including the involvement of families in the education of children and youth.

The content includes but is not limited to human growth and development, interpersonal relationships, planning for parenthood, resource management, providing for health, safety and security, importance of families and crisis management.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices.

III. SPECIAL NOTE: The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The concern for balancing work and family responsibilities is addressed as an employability skill.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The typical length of this program for the average achieving student is 45 hours.

IV. **INTENDED OUTCOMES**: After successfully completing this program, the student will be able to:

01. Plan for child care and parenting.
02. Balancing family and work.
03. Analyze the physical, emotional, intellectual and social development of family members.
04. Define a nurturing and protective environment for children.
05. Demonstrate positive parenting skills to utilize at different stages of development.
06. Discuss parenting concerns.
07. Identify support systems for parents.

STUDENT PERFORMANCE STANDARDS
EFFECTIVE DATE: July, 1993
PROGRAM AREA: Home Economics
SECONDARY NUMBER ____________
CODE TITLE: Parenting
POSTSECONDARY NUMBER: C200111

01.0 PLAN FOR CHILD CARE AND PARENTING -- The student will be able to:

01.01 Define parenting and related terminology.
01.02 Describe the characteristics of caring/loving parents and family members.
01.03 Describe the responsibilities and rewards involved in rearing children.
01.04 Analyze reasons people have children or remain childless.
01.05 Research the costs of having a baby.
01.06 Describe parenting styles and such as democratic, permissive, and authoritarian, and give examples of each.
01.07 Identify factors that would indicate personal readiness for parenthood.
01.08 Describe the importance of positive roll modeling by parents, siblings, family members, peers and the community.

02.0 BALANCING FAMILY AND WORK -- The student will be able to:

02.01 Describe ways in which 20th century societal changes are impacting the rearing of children.
02.02 Analyze the responsibilities of business and industry to the development of human capital in a democratic society.
02.03 Identify ways in which employers can assist employees to balance family and work.
02.04 Analyze ways in which parents can better manage personal time to balance family and work.
02.05 Identify roles, responsibilities and concerns of single parents.

03.0 ANALYZE THE PHYSICAL, EMOTIONAL, INTELLECTUAL AND SOCIAL DEVELOPMENT OF FAMILY MEMBERS --The student will be able to:

03.01 Define self-esteem.
03.02 Discuss how a positive self-concept relates to the development of a child.
03.03 Identify characteristics of children with high self-esteem and those with low self-esteem.
03.04 Describe ways to develop high self-esteem in children at various development stages.
03.05 Identify factors which have a negative impact on a child's self-esteem at various developmental stages.
03.06 Analyze children's activities, clubs, sports, etc. and their impact on self-esteem.
03.07 Identify developmental tasks of human beings at various age levels.

04.0 DEFINE A NURTURING AND PROTECTIVE ENVIRONMENT FOR CHILDREN -- The student will be able to:
04.01 Identify the effect of prenatal care on the development of children.
04.02 Identify appropriate physical care of children.
04.03 Describe a safe and healthy environment for children.
04.04 Identify common childhood illnesses and accidents.
04.05 Describe procedures for caring for the ill or injured child.
04.06 Identify personal beliefs concerning child rearing.
04.07 Explain the impact of crisis situations on children and ways of coping with divorce, death, separation, sibling rivalry, child

abuse, and other crises.
04.08 Identify ways to help children express emotions.
04.09 Identify factors to consider when selecting child care.
04.10 Describe ways to create an enriched environment for children.
04.11 Identify the complexity of resource management in various family structures as it relates to children.
04.12 Describe ways in which parents and other family members can help children understand decision making.
04.13 Evaluate resources in terms of both quantity and quality.
04.14 Evaluate discipline techniques that are age appropriate.
04.15 Identify characteristics of a healthy, safe and secure family environment.
04.16 Evaluate toys for safety and appropriateness.

05.0 DEMONSTRATE POSITIVE PARENTING SKILLS TO UTILIZE AT DIFFERENT STAGES OF DEVELOPMENT -- The student will be able to:

05.01 Define discipline, punishment, and guidance appropriate to development stages.
05.02 Describe the process of developing self-discipline in children.
05.03 Describe the importance of helping children follow established routines.
05.04 Describe responsible behavior in children at different development stages.
05.05 Describe acceptable methods of guidance to modify behavior in a child.
05.06 Describe positive parental care at different developmental stages.
05.07 Describe ways time, space, money, energy and other resources impact relationships.
05.08 Describe the influence of positive relationships on one's self esteem.
05.09 Describe ways in which parents can help children relate to a wide variety of people.
05.10 Describe ways in which parents can help children deal with conflicts in relationships.
05.11 Describe the role of communications in a child's development.
05.12 Discuss the importance of openness and truthfulness in parent/child communications.
05.13 Compare between positive communication and negative communication.
05.14 Describe inhibitors to open communication between parent and child.
05.15 Demonstrate communication skills between parent and child.
05.16 Identify family resources in dealing with stress, anger and crisis.

06.0 DESCRIBE PARENTING CONCERNS -- The student will be able to:

06.01 Distinguish between myths and realities of parenthood.
06.02 Describe the childbirth process and related issues.
06.03 Compare and contrast the adjustments and conflicts that arise in parenting children with special needs.
06.04 Identify roles, responsibilities and concerns of teen parents.
06.05 Identify roles, responsibilities and concerns of single parents.
06.06 Analyze the impact of alcohol and drug abuse on the family.
06.07 Analyze the impact of abuse and neglect, violence, suicide and crime victimization on individuals and families.
06.08 Developing appropriate coping behavior in time of crisis.

07.0 IDENTIFY SUPPORT SYSTEM FOR PARENTS -- The student will be able to:

07.01 Recognize the importance and functions of family and community support systems.

07.02 Prepare a list of community agencies which aid families and identify services, costs and procedures.

07.03 List and describe support groups, other than community agencies, which provide support for families.

CURRICULUM FRAMEWORK
FLORIDA DEPARTMENT OF EDUCATION

PROGRAM AREA: Home Economics
EFFECTIVE DATE: July, 1993

PROGRAM TITLE: Power Sewing Machine Operator

CODE NUMBER: Secondary ____________ POSTSECONDARY NUMBER: V200303

Florida CIP 0420.030301

SECONDARY SCHOOL CREDITS____ COLLEGE CREDITS____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ____7-9 ____ 9-12 ____ Postsecondary Adult Vocational

______ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE:
VOC HME EC @4
HOMEMAKING @2 @7 G
HOME EC 1 @ 2
HOME EC OCC @7 G
GEN HME EC @2 @4
APPRL MFG @7 G

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment as sewing machine operators, (787.682-046), sewing machine operators, special equipment, NcNG (61085215), sewing machine operators, special equipment, GAR (61085219), sewing machine operators, regular equipment, GARMC (61085220), binders (787.682-010), or rivet hole punchers (686.685-054), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, cutting fabric with commercial cutting equipment and stitching fabric on commercial power sewing equipment.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of equipment including power sewing machines, hand tools, and other sewing equipment.

III. SPECIAL NOTE: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives; a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

In order for this program/course to be transferable between institutions, it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the

Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit will be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The concern for balancing work and family responsibilities is addressed as an employability skill.

The typical length of this program for the average achieving student is375 hours.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate employability skills.
02. Operate and maintain power sewing machine.
03. Select and prepare materials.
04. Select and use hand tools and supplies.
05. Select and use specialized equipment.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Home Economics SECONDARY NUMBER: ___________

PROGRAM TITLE: Power Sewing Machine Operator POSTSECONDARY NUMBER: V200303

01.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:

01.01 Conduct a job search.
01.02 Secure information about a job.
01.03 Identify documents that may be required when applying for a job.
01.04 Complete a job application form correctly.
01.05 Demonstrate competence in job interview techniques.
01.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
01.07 Identify acceptable work habits.
01.08 Demonstrate knowledge of how to make job changes appropriately.
01.09 Demonstrate acceptable employee health habits.
01.10 Develop and write a resume.
01.11 Identify personal characteristics desired for working with people.

02.0 OPERATE AND MAINTAIN POWER SEWING MACHINE -- The student will be able to:

02.01 Thread the machine.
02.02 Install and thread needle.
02.03 Adjust needle bar.
02.04 Remove and replace bobbin case.
02.05 Adjust bobbin winder.
02.06 Select stitch length and width.
02.07 Adjust and control foot pedal.
02.08 Adjust tension.
02.09 Adjust knee lift.
02.10 Select proper chair.
02.11 Feed fabric into machine.
02.12 Ease in fullness.
02.13 Measure with gauge(s).
02.14 Clean and oil machine.
02.15 Remove throat plate and clean hook.
02.16 Remove throat plate and clean feed dog.
02.17 Select and install feet.
02.18 Replace and/or adjust belts.
02.19 Select and replace light bulb(s).
02.20 Select and replace fuses.

03.0 SELECT AND PREPARE MATERIALS -- The student will be able to:

03.01 Use sewing technology.
03.02 Identify and match pattern pieces.
03.03 Read and interpret instructions.
03.04 Identify fabric content.
03.05 Lay out fabrics.
03.06 Match grain lines.
03.07 Match plaids and stripes and one-way designs.
03.08 Match patterns to work tickets.
03.09 Stretch fabrics.
03.10 Mark for cutting.
03.11 Select and use cutting equipment.
03.12 Use cutting tables.
03.13 Line up notches or dots.
03.14 Measure and cut fabric.

03.15 Mark for assembly.
03.16 Mark for trims.
03.17 Match thread with fabric.
03.18 Separate and bundle garments.
03.19 Interpret work tickets.
03.20 Handle customer complaints.
03.21 Interpret customer requests.

04.0 SELECT AND USE HAND TOOLS AND SUPPLIES -- The student will be able to:

04.01 Select and use scissors.
04.02 Select and use tweezers.
04.03 Select and use screwdrivers.
04.04 Select and use staple gun.
04.05 Select and use hammer.
04.06 Select and use wrenches.
04.07 Select and use fabric stretcher.
04.08 Select and use tack puller.
04.09 Select and use hand turner.
04.10 Select and use measuring instruments.
04.11 Select and use pins.
04.12 Select and use markers.
04.13 Select and match thread.
04.14 Select and install needles.
04.15 Select and thread bobbin cases.
04.16 Select and use content label(s).

05.0 SELECT AND USE SPECIALIZED EQUIPMENT -- The student will be able to:

05.01 Operate three-thread machine.
05.02 Operate ruffler.
05.03 Operate pleater.
05.04 Operate chain stitch machine.
05.05 Operate hole puncher.
05.06 Operate binding machine.
05.07 Operate cutting machine.
05.08 Operate elastic hemmer.
05.09 Operate elastic machine.
05.10 Operate hook and eye machine.
05.11 Operate button machine.
05.12 Operate buttonhole machine.
05.13 Operate bar-tack.
05.14 Operate serger.
05.15 Operate blindstitch machine.
05.16 Operate zig-zag machine.
05.17 Operate straight stitch machine.
05.18 Operate a bonnaz machine.

06.0 DEMONSTRATE AND UNDERSTANDING OF ENTREPRENEURSHIP -- The student will be able to:

06.01 Define entrepreneurship.
06.02 Describe the importance of entrepreneurship to the American economy.
06.03 List the advantages and disadvantages of business.
06.04 Identify the risks involved in ownership of a business.
06.05 Identify the necessary personal characteristics of a successful entrepreneur.
06.06 Identify the business skills needed to operate a small business efficiently and effectively.
06.07 Describe the responsibilities of the employer to support the business or industry.

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